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ABSTRACT

This report traces the origins of the Mid-America Program for Global Perspectives in Education (MAP), describes its accomplishments, and assesses its impact. A summary of the report is provided in a related document (SO 011 596). This report comprises five chapters. Chapter I reviews conditions that made MAP necessary: growing global interdependence, significant growth in population and technology, and developments in educational programs in the early 1970s which emphasized study of other cultures, world affairs, and international education. Chapter II describes origins of the MAP program, its goals and organizational setting, initial activities, contacts and linkages, joint ventures at state and national levels, reciprocal affiliations between MAP and other organizations, MAP's teacher associates program, work with graduate students, communication network. Chapter III provides a chronological view of MAP activities in each of five states (Indiana, Illinois, Michigan, Kentucky, and Ohio) during the years 1975-78. Chapter IV reviews and summarizes a self-evaluation of MAP performed in 1978. Chapter V is a summary of an outside evaluation of MAP conducted in January 1978 by the Indiana Center for Evaluation. Appendices list major MAP publications and identify requests for MAP materials by individual states and foreign countries. (AV)

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A FINAL REPORT

ON THE

MID-AMERICA PROGRAM FOR GLOBAL PERSPECTIVES IN EDUCATION

Prepared for the Lilly Endowment

The Mid-America Program
Bloomington, Indiana

1979

SO 011597

FOREWORD

The Mid-America Program for Global Perspectives in Education was launched in 1974. This report traces MAP's origins and describes its accomplishments and assesses its impact to date. While MAP staff and outside evaluators gathered the data and impressions which serve as a basis for this report, the accomplishments cited are largely those of teachers and other educators in schools, in colleges and universities, in state departments of education, in state councils for the social studies and in other civic, business or educational agencies in five states -- Illinois, Indiana, Kentucky, Michigan, and Ohio in particular -- and in other similar agencies in other parts of the country.

Joint planning and cooperative ventures have characterized most MAP efforts. We thank the hundreds of teachers and other educators it has been our privilege to work with in efforts to improve the global perspectives of children and youth.

We greatly appreciate the many contributions to MAP's efforts made by the teacher associates and other colleagues in the Social Studies Development Center.

We are also grateful to the Lilly Endowment for providing major support for the period 1975-1978, and to the Kettering, the Longview, and the Mertz Foundations for their contributions to the Mid-America Program.

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I. The Conditions that Made MAP Necessary

Introduction

Projects designed to improve particular aspects of education never exist in a social vacuum. Decisions regarding the need for and focus of such efforts often reflect significant trends and developments in the larger society. Viewed in retrospect, the decision to initiate the Mid-America Program with its particular goals and objectives appears to be very much a reflection of the times. A review of the context and of some of the conditions surrounding MAP's beginnings demonstrates this quite well.

Though there has been little lapse of time since space exploration began, some historians already believe that the space shots, especially the landing of a man on the moon, mark the opening of a new phase in the life of humans on Planet Earth. Pictures sent back from space illustrate, in breathtaking fashion, that ours is a small planet in the vastness of space. Since that historic event there is increased usage of terms such as "spaceship earth," "global village," and "world system," underscoring the idea that we humans are all in this together, that in many ways the fate of some of us is quickly becoming the fate of all of us. Like the shots from the moon books such as The Limits of Growth and Mankind at the Turning Point from the Club of Rome, Richard Falk's The Endangered Planet and Barbara Ward's Only One Earth reminded us that our planet is small and our resources limited. Paul Ehrlich, in How to Be a Survivor: A Plan to Save Spaceship Earth, proposes the use of the principles of spaceship operation in order to save the planet. Robert Heilbroner speculates in An Inquiry into the Human Prospect about whether current political systems can cope with the changes that would be forced upon them by increasing populations and declining resources.

The Century of the "J" Curve

But shots from space and reports of increasing pressure on limited resources were not the only events contributing to a heightened sense of planet awareness. The true implications of exponential growth became graphically apparent in a number of "J" shaped curves. It seems to make little difference whether one plots the growth of population, the invention of new drugs, the destructive power of modern weapons, or the number of overseas travelers; the results are essentially the same. Growth of three or four per cent a year is undramatic when the base numbers are small, thus the horizontal portion of the J. But eventually the totals grow to a point where doubling them makes a big difference, and it is at that point that one turns the bend of the J-curve and growth becomes dramatic. By the early 1970s, there was a growing awareness that we had "turned the corner" and that something had to happen or the J-curves would go off the tops of the graphs. This is truly "the century of the J-curve." Dramatic changes lay ahead.

Just as the forces driving the J-curves were deceptive, up to a point, so too were the forces working to make nations increasingly dependent upon one another. The growing web of interdependence was dramatically surfaced by two events. The first was a shortage of food caused by bad weather in parts of Asia, Africa, and the Soviet Union. As a result, world food supplies in 1972 actually declined for the first time in recent history. As nations such as the Soviet Union bought heavily on the world grain market to make up for their shortfalls, consumers in nations with ample supplies found their own food prices also driven upwards. Bad weather was not just "their problem" anymore.

If food shortages in 1972 were the preview of how interdependent nations had become, the OPEC oil boycott of 1973 was the feature attraction. In a dramatic move the Organization of Petroleum Exporting Countries raised crude oil prices 400%. The world economy is still trying to adjust to that move. Though it made fewer front pages, other Third World nations let it be known that the era of bargain price natural resources was over. Despite the fact that the president of the United States talked of "energy independence," it was becoming painfully obvious that the age of interdependence was upon us.

Increasing Interdependence

Another indicator of the growing awareness that things had changed was the theme-oriented international conferences sponsored by the United Nations. These meetings brought together representatives from many nations -- experts from a wide range of disciplines along with policy-makers -- to discuss topics such as food, population, the environment, women's rights, and a new international economic order. These conferences and their subsequent reports provided further evidence that, increasingly, issues which confront humankind can be resolved only by a concerted world-wide effort; yet another sign that interdependence, for good or ill, was a fact of planetary life.

One of the forces which draws nations and peoples into an increasingly interconnected web of mutual dependencies is the multinational corporation. The 1960s saw the emergence of an increasing number of these huge conglomerates that operated as if national boundaries did not matter. Following favorable consumer resource and labor markets, these businesses have plants scattered across the face of the planet. For example, the Ford Motor Company's Fiesta

automobile was built of components manufactured in the United States, Canada, Japan, and Europe. The Fiesta's headlamp bulbs came from Canada, its body stampings from Spain, engines and instrument gauges from England, emission devices from Japan, tires from Belgium, distributors from Ireland, carburetors from Italy, starter motors and seat belts from Germany, heaters and transaxles from France, and glass from the United States. Thus the Fiesta, Ford's "world car," was not only marketed all over the world, but manufactured there as well. A multinational corporation in action is indeed something to behold.

In terms of business volume, a number of these giants have become more powerful than many of the nations of the world. For example, General Motors had gross annual sales of 24.30 billion dollars in 1970 compared to a gross national product of 11.33 billion for Hungary, 9.04 billion for Turkey, and 7.39 billion for Chile. There is little doubt that organizations of that size and power have a great influence upon the lives of millions of people. Governments have found it increasingly difficult to separate national and corporate interests with the production and sale of arms, providing an example of the dilemma.

Responding to the Challenges of Change

Henry Steele Commager hailed the new era with his Declaration of Interdependence. Edwin Reischauer in Toward the 21st Century: Education for a Changing World saw conditions changing to a point where a totally new type of education would be needed for the young. Richard Remy and others wrote

International Learning and International Education in a Global Age, which also called for schools to begin to reflect the new realities of life on the planet.

Each generation believes that it lives in a "new era," and perhaps to an extent it does. But there have been few significant events in the history of the world, events that heralded fundamental changes in the lives of humankind. As stated earlier, it is too early to make such a judgment about the post-World War II period, but close up it appears that the changes now underway are indeed so fundamental that they will stand out when future historians write of our age. Terms such as "global age," "spaceship earth," and "world society" may exaggerate the realities they seek to describe; nonetheless, when historians look back at this particular period of history, the dramatic compaction of time and space brought about by technological developments and the rapid increase in transnational human interactions are likely to be among its more important characteristics. But whatever history's judgment, those who launched the Mid-America Program for Global Perspectives took seriously the evidence of increasing worldwide interrelatedness.

International/Global Studies: The Promises and the Realities

The Cold War, the exploration of space, the great increase in the number of new nations were among major world events which influenced post-World War II attitudes, policies, and legislation in the United States. These world developments probably account, at least in part, for a number of changes in education in the United States in the late 1950's and into the 1960's -- changes such as: (1) an increased emphasis on the study of Communism, (2) space-age education, and (3) a growing number of courses on the non-

Western world. Educators frequently refer to the 1960s as the "curriculum development" decade. Sparked by the launching of Sputnik in the late 1950s, the federal government during this period made millions of dollars available to curriculum developers and other would-be educational reformers. Included, but seldom the major focus of a number of the special projects and programs which sprang up in the '60s were efforts to improve and expand the teaching of world affairs or international studies.

Title VI of the National Defense Education Act of 1958 provided funds to encourage colleges and universities to expand and improve their instruction in the language, cultures, and society of other nations and peoples. Language and area centers sprang up in many of the nation's institutions of higher learning. The International Education Act of 1965, though never funded, stimulated great interest and considerable activity in government circles and on campuses across the nation. The establishment of the Institute of International Studies in the Office of Education in 1968 strengthened USOE programs in international education. The Fulbright-Hays Act of 1961 became an important government commitment to promote international understanding. The International Studies Association, one of several formal organizations in the international affairs field, was established in the 1960s. The Peace Corps, the Agency for International Development, and the major contributions by the Ford Foundation to foreign area studies offer further evidence of growing concern for international studies in the United States.

While a few of these agencies or programs had immediate and direct impact on the schools, some, the language and area studies centers, for instance, and the products and services offered by some of the curriculum development

projects, did, by the 1970s, contribute to changes in school curricula. For example, a number of states, including Indiana, New York, and North Carolina, initiated state-wide efforts designed to expand and improve elementary and secondary school teaching of non-Western studies. The curriculum projects were designed to have a more immediate and direct impact on elementary and secondary school programs. While few of these projects were immediately widely used, by the early 1970s school curricula and textbooks, often in a limited and fragmented way, began to reflect some of the content, approaches, and methods they had developed. Projects such as: The Asian and World Studies Project, University of California, Berkeley; Man: A Course of Study, the controversial program developed by Educational Services, Inc.; the inter-disciplinary Family of Man programs, and projects in economics, geography, world history, and other disciplines began to influence publishers and school curricula.

Most directly focused on improving school programs in international affairs during the 1960s and the 1970s were special efforts such as: the NDEA Institutes for teachers which, for a time, offered institutes in international affairs as well as in history, civics, and geography. Many of the professional educational associations with long standing interest in international education made special efforts during this period -- associations such as: the National Education Association, the American Federation of Teachers, the Association for Supervision and Curriculum Development, the National Association of Secondary School Principals, and the National Council for the Social Studies. Among the better known of the special projects were the North Central Association Foreign Relations Project, the Foreign Policy

Association School Services Program, the Center for the Teaching of International Relations at the University of Denver, the Institute for World Order, the Center for War/Peace Studies, the Asia Society, the African-American Institute, the Management Institute for National Development, and the school programs of the Overseas Development Council.

Most of these school-focused efforts provided a range of materials (bibliographies, sample lessons, or units) and a variety of services (newsletters, consultant help, speakers, etc.) on selected topics, issues, or geographic areas. The size and duration of these efforts varied greatly. The NCA Foreign Relations Project, for example, was in existence for 12 years (1956-68) and developed and distributed through a commercial publisher more than one million copies of a series of booklets on U.S. involvement in world affairs. The Foreign Policy Association School Services Program lasted five years, had five regional offices staffed by professionals, sponsored dozens of conferences around the country, and produced Intercom and a number of other publications for teachers. An FPA-sponsored and USOE-funded project Objectives, Needs and Priorities in International Education in U.S. Secondary and Elementary Schools was completed in 1968. In 1972, the Center for War/Peace Studies reprinted and distributed widely the goals and objectives found in this report. International Dimensions in the Social Studies, the 38th yearbook of the National Council for the Social Studies, was also published in 1968.

The Association for Supervision and Curriculum Development, like the National Council for the Social Studies and a few other professional educational associations, continued to maintain an interest in this field in the 1970s. The ASCD yearbook, Education for Peace: Focus on Mankind, was published in 1973.

By the early 1970s, however, several of these special efforts had ended; most were plagued by budgetary problems, and concern for international studies in the schools seemed to be waning. The disruptive influence of the Vietnam War, problems of urban areas and other domestic concerns, and the economic situation are generally cited as major reasons for the lack of interest in and support for international or global education in the schools.

The Foreign Policy Association School Services Program, the largest of the private efforts in the late 1960s, ended in 1971. The Center for War/Peace Studies, now the Center for Global Perspectives in Education, one of the few private organizations with a growing interest in school-based international studies in the early 1970s, acquired Intercom from the Foreign Policy Association and developed and made available a number of other publications and services along the lines of those provided earlier by the Foreign Policy Association School Services Program.

At a time when the nation's leaders were more frequently citing the need for drastic changes in our foreign policy and in our international orientations, interest in and support for international studies seemed to be declining. In October, 1974, in a major foreign policy address, Henry Kissinger spoke to this point: "Unless we become aware of our global interdependence, the Western World as we know it will not survive... the national interest can no longer be defined or attained in isolation from global interest." That same year, the Center for International Studies at M.I.T. completed for the Department of State a four-volume study entitled "Analyzing Global Interdependence."

A growing worldwide concern for these same issues was evident in the UN conferences on topics and issues such as: environment, food and population.

Sensitive to the educational implications of the growing list of global problems and issues and with a long standing interest in promoting international understanding, UNESCO in 1974 adopted a Recommendation Concerning Education for International Understanding; Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms. It sets forth a set of guidelines and goals which have been the focus of a number of international conferences and of numerous publications. They include:

- an international dimension and a global perspective in education at all levels and in all its forms;
- understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
- awareness of the increasing global interdependence between peoples and nations;
- abilities to communicate with others;
- awareness not only of the rights but also of the duties incumbent upon individuals, social groups, and nations towards each other;
- understanding of the necessity for international solidarity and cooperation;
- readiness on the part of the individual to participate in solving the problems of his community, his country, and the world at large.

This brief, incomplete review of some of the developments in the 1960s and early 1970s suggests that while world events and world leaders argued for: (1) an increasing emphasis on the study of other peoples and cultures; (2) more citizen education in world affairs; and (3) an expansion of school-based programs in international studies, such efforts were actually declining.

II. The Way MAP Operated

Origins of the Mid-America Program

The situation regarding international studies in schools and colleges, and citizen education in world affairs in the early 1970s when the Mid-America Program was started, was not unique in our history. The American peoples have generally not been very interested in nor very knowledgeable about other peoples and cultures or about international events and processes. And, except in times of acute international crisis, the American environment has generally not been very supportive of individuals or organizations concerned with world affairs or global education.

While many of the language and area studies at the university level survived the 1960s, the early '70s saw few private efforts seeking to arouse interest in and support for improving the international orientations of children and youth.

One such effort at that time -- the Center for War/Peace Studies (now the Center for Global Perspectives in Education), headed by Robert Gilmore, had assembled a small staff and an advisory board of international affairs specialists and professional educators, and developed a series of publications and a variety of services for elementary and secondary school educators.

The demand for materials and services provided by the Center grew rapidly during the period 1971-73. In late 1973, Robert Gilmore asked James Becker and Howard Mehlinger, both members of the Center's advisory board, to meet with him and the president of the Lilly Endowment to discuss the need for improving and expanding global perspectives education at the pre-collegiate

level. This meeting, held at the Center's headquarters in New York, led to a meeting in Indianapolis with the vice-president in charge of education at the Lilly Endowment. One result of the meeting with the vice-president was a small planning grant provided to explore and to make recommendations regarding what might be done to improve global perspectives education in mid-America, tentatively defined as Indiana and the immediately surrounding states.

Early in 1974, a planning committee consisting of Lee Anderson, Northwestern University, James Becker, Indiana University, Robert Gilmore, President, Center for War/Peace Studies, Howard Mehlinger, Indiana University, and Richard Snyder, Ohio State University, prepared a rationale and strategy statement which was presented to the Lilly staff. This committee was then encouraged to draft a proposal, which was submitted and subsequently approved in May, 1974, with the provision that Lilly support for the Mid-America Program would begin in January, 1975.

Meanwhile, the Kettering Foundation staff, which had been consulted by the planning committee in preparing the proposal to the Lilly Endowment, agreed to provide some start-up money. Thus, the Mid-America Program was able to get underway prior to January, 1975, when support from the Lilly Endowment was scheduled to begin. The Kettering funds were used to begin building a knowledge base, including a preliminary survey of individuals, organizations, and resources in the five states in the MAP area. It also supported initial efforts in network building.

In January, 1975, when the Mid-America Program officially got underway with a half-time director and part-time staff, as spelled out in the proposal, much preliminary work had already been accomplished.

The Mid-America Program
Goals and Guidelines

The proposal for launching a Mid-America Program for Global Perspectives in Education included an assessment of the needs, a strategy for responding to these needs, and a set of guidelines and goals for the program. They may be summarized as follows:

An Assessment

The Midwest is blessed with an abundance of talent, resources, institutions, and programs needed to improve and expand the global dimensions of education. Included are outstanding college and university programs, excellent school systems, numerous special agencies and groups such as: The Indiana Consortium for International Programs; the Center for World Studies, Grand Rapids, Michigan Public Schools; The Chicago Council on Foreign Relations; the Committee for Public Services in International Affairs, University of Illinois; The Great Lakes College Association; the Cincinnati World Affairs Council; Prime Time School Television; the Findlay, Ohio, Community Awareness Project, supported by the Kettering Foundation; numerous multinational corporations and several international trade centers. Even a casual observer of the Midwest educational scene soon discovers a surprising array of agencies and individuals working in various areas of cross-cultural, international, or global education.

Those seeking information or help also soon learn that there is no systematic, comprehensive surveying or assessment of the multitude of ongoing efforts, nor are there serious attempts to compile or report plans, programs, or activities in this vast, ill-defined field. Fragmentation, duplication,

and isolation are much in evidence. Promising individual efforts are seldom linked to, or nourished by, awareness or support from other similar or complementary programs. Many of the special projects within existing agencies have very limited institutional support and only vague ties to other projects with similar goals and objectives.

There are also major gaps in the communication and information system needed to sustain intelligent efforts in this increasingly important area of concern. The complex, large scale, decentralized system of formal learning often provides piece-meal, narrow, and obscure experiences seemingly unrelated to the lives and interests of youth or to the pressing concerns of society.

A Strategy

In designing and implementing new or renewed efforts, MAP was committed to make every effort to capitalize on the many existing worthwhile local, regional, and national efforts, and to benefit from the considerable accumulated experience of past activities. Major examples of such programs include: The North Central Association's Foreign Relations Project, the Institute for World Order School Program, Foreign Policy Association School Services, and the Center for War/Peace Studies. The list also includes organizations such as: The African-American Institute, the Asia Society, the U.S. Committee for UNICEF, the Overseas Development Council, which also provides services and materials for the elementary and secondary educators.

The Mid-America Program seeks to capitalize on the accumulated experience in this area and to encourage new developments by working cooperatively with a variety of civic and educational agencies in their efforts to solve communication, leadership, and resource-sharing problems associated with the present under-

utilization of existing talents and resources.

More effective and more responsible use of the vast array of talent, resources, and opportunities available in the Midwest is an important goal of the program.

The goals and strategy make it important that the Mid-America Program be viewed as a source of help -- a facilitator, a catalyst -- rather than a competitor for scarce resources. This required that the project staff demonstrate how existing resources and networks could be used to improve global education.

The location, setting, and sponsorship of the program is an important factor in determining how educators view the project as well as in how its goals would be implemented.

Organizational and Operational Setting

The Mid-America Program operates out of the Social Studies Development Center, Indiana University. The Center was established in 1968 to foster the invention, development, and diffusion of new products and practices designed to improve social studies instruction in the schools. It is co-sponsored by the College of Arts and Sciences and the School of Education. A policy committee representing outstanding faculty members from each school sets policy for the Center. This policy committee approves all proposals for projects to be sponsored by the Center and, once funded, they review the progress of such projects and deal with policy matters such as contracts, personnel, and additional funding.

Past projects of the Center include the World History Project, the High School Political Science Curriculum Project, the Social Studies Diffusion Project, and the Anthropology Case Materials Project. In addition to ongoing projects, the Center houses the office of the Coordinator for School Social Studies. The coordinator is a university-sponsored position designed to link the university's history and social science departments with social studies teachers throughout Indiana. The coordinator consults with teachers, conducts in-service programs, sponsors conferences for teachers and prepares a widely-circulated newsletter, News and Notes.

The great range of talent, expertise, and contacts associated with each of the Center's projects and offices, the excellent collection of social science materials found in the Center's library and the reputation it enjoys nationwide makes it an unusually supportive setting for MAP with its emphasis on communications, resource sharing, and network building and its continuing interest in understanding how schools function and how a university-based project can help schools in their efforts to improve global education.

Start Up Plans and Activities

The announcement by the Lilly Endowment in May, 1974, that the proposal to establish the Mid-America Program for Global Perspectives in Education had been approved with funding to start in January, 1975, shifted the attention of the planning committee from clarifying proposals for action to implementation activities. The period June through December, 1974, saw not only numerous discussions and meetings by planning group members but also, thanks to a grant from the Kettering Foundation, the beginning of a sustained effort to build a suitable knowledge base for MAP.

A letter accompanying the final report on this Kettering grant summarizes much of the work during this preliminary stage of MAP.

> Enclosed is a final report of the Mid-America Center for Global Perspectives -- Education-Planning Phase Project. As the size of the package indicates, we have collected lots of stuff. This is, of course, a mere sampling of what we have on file here. Many of the materials -- directories, membership lists, etc. -- could not be included in this report. As a result of this effort, we are much better informed about the nature of international activities in the five-state MAC area.
>
> The number, variety, and range of activities in this field are overwhelming. There is certainly strong evidence to support our claim that there is little serious effort to share resources or to improve communication amongst the multitude of groups operating in this field.
>
> Many of the efforts seem to suffer from lack of a context or conceptual framework. For example, if an activity takes place in one's home town, it is seen as a strictly local concern no matter what the world-wide implications. As a result, I am more than ever convinced of the usefulness of Chad Alger's "Columbus in the World" efforts, especially his emphasis on the "foreign policies" of cities and individuals.
>
> Many of the items included in the report have been and are being distributed. The Indiana in-service report was presented to the Council of State Social Studies Consultants at their meeting in Atlanta. It will be widely distributed throughout the country. The listings of agencies and individuals in each state have been distributed to key people in each state. They are being revised at present. Many of the clippings (newspaper articles) have been used at conferences and meetings. The "Columbus in the World" article has been distributed to about 200 teachers so far.
>
> Under separate cover I am sending some of the items we have prepared and/or distributed under MAP auspices. Many of the persons identified in collecting information about programs have received the MAP stuff.

Identifying Opportunities and Resources

The opportunities one identifies or creates in seeking to influence what schools do depends largely on the assumptions one makes about the nature of educational change. A major assumption in many of MAP efforts was that the life or climate in schools and other educational agencies is largely the result of an accumulation of day-to-day decisions made by the individuals who live and work there. It was further assumed that the implication of innovative programs is less a matter of increasing outside support than of convincing those who work in the system that day-to-day choices can contribute to significant change.

Given these two assumptions, the MAP strategy emphasized the need to increase the likelihood that day-to-day choices are cumulative and synergistic while at the same time developing among educators a sensitivity to the many opportunities and the potential for cumulative change in the occasions, events, and situations in the natural life of educational institutions. For example, within school systems, in-service programs, department meetings, school accreditation, textbook selection, curriculum revision, hiring new faculty, can be viewed as opportunities for influencing the long-run general nature of a school in operation as well as opportunities to take steps to initiate or implement more immediate and specific changes in the school.

The notion of fitting the project into the natural flow of events in schools and other educational agencies is unique enough as a change strategy to merit further elaboration. Typically, projects create their own series of events and activities designed to promote their objectives. Thus, projects initiate their own newsletters, conduct conferences, develop and publish

materials, etc. Because they often provide services free or pay people to participate in their activities they seldom have difficulty generating participation in these events. If this strategy has a flaw it is probably its inability to sustain interest beyond the life of the project. Because the project's activities are "extras," that is, they have been added on top of the existing series of everyday events in the schools, they receive low priority once the outside funding ceases. Viewed another way, such projects have their agendas and the schools have theirs, so that when the project ends there is no motivation for the people in the schools to continue something that wasn't theirs. Therefore, MAP worked very hard at identifying the concerns of its clients not only for the purpose of understanding their concerns but also in order to find ways and occasions to work together to mutual advantage.

One of the early MAP efforts to identify opportunities and concerns was a survey of the in-service needs of social studies teachers in Indiana. The survey, like almost all of MAP's activities, was a joint venture; this one with the Indiana Department of Public Instruction. The study not only helped MAP to better understand the concerns of Indiana teachers, it also provided technical assistance to people in the state department of education on a project which they considered especially important.

Another MAP activity designed to identify opportunities involved the preparation of preliminary listings of individuals, agencies, and programs in each of the five states in the MAP area. These listings were prepared by either commissioning an individual who was knowledgeable about the state or by convening a group of persons from a particular state to "brainstorm" possible entries in such a directory.

In addition to preliminary directories of state resources, the MAP staff collected:

-- Membership lists and directories of organizations such as: The International Studies Association, American Political Science Association, The Society for Citizen Education in World Affairs, International contacts on college campuses, Area Studies Association, State Council for the Social Studies, and similar groups.

-- Information on international trade in the five-state area served by MAP.

-- A catalogue of national, regional and local organizations with programs in world affairs.

-- Data on schools, school enrollments, expenditures, and sources of support.

Finally, MAP jointly sponsored a series of planning meetings with key individuals in particular states. The general questions discussed at each of these meetings were, "What are the most important steps that need to be taken in this state to help promote global education?" "Who is in the best position to take these steps?" and, "How can MAP help?"

In Michigan, for example, the planning group concluded that the highest priority should be given to the development and dissemination of global education guidelines which were to be adopted by the State Board of Education. Such guidelines were to complement Title IVC global education projects in four Michigan school districts.

In Illinois the State Department of Education was in the midst of reorganizing and establishing a series of regional service units. For them the highest priority was to have MAP help train a group of teachers to serve as global education resource persons who could be called upon by the coordinators in the regional centers.

In Indiana the most pressing need was for a state-wide conference on global education to call attention to the importance of that curricular area. MAP support was enlisted for both the planning and support of the conference.

The Kentucky group decided that a state-wide series of one-day workshops to introduce Kentucky and the World was its top priority.

In Ohio no effective, statewide plans were possible for numerous reasons which will be elaborated later in this report.

As important as what was done was the fact that in each case MAP helped the state planning group to do what it considered to be important.

Building Contacts and Linkages

Building the contacts and linkages necessary for a project to be effective usually consumes a considerable portion of time and substantial expenditures of resources. MAP had two distinct advantages which made it possible to shorten this phase considerably. First, while MAP was new to the field, its director was not, having been active in the global education arena for more than twenty years. James Becker already had an international reputation as "the person to see" on matters pertaining to global education. His leadership of the North Central Association's Foreign Relations Project, the Foreign Policy Association's School Program, and the Ford Foundation's National Diffusion Project had clearly established him as a leader in the global education movement. Thus it was possible for MAP to avoid the start-up problem of having clients ask, "Who are those folks, anyway?"

MAP's second advantage came from being located in the Social Studies Development Center. SSDC was established at Indiana University in 1968 to

serve as a developer of social studies curriculum materials as well as to provide a linkage function between the university and the public schools of the state. By the time MAP began, the Center already ranked among the top two or three such social studies centers in the nation. Previous Center projects had resulted in a well developed network in the general area of the social studies. To MAP's advantage, it became "another project of the Social Studies Development Center." While it is difficult to estimate the worth of such an affiliation, it without question aided greatly during the early months of the project. It should also be noted in passing that the National Diffusion Project which Mr. Becker had directed just prior to MAP had made its own contribution to the reputation of the SSDC.

Prior to launching a drive to identify and establish a relationship with its co-workers and clients, a project must first determine who those clients are, what efforts they are already making in the area of project concern, and what they see as most needed to advance the field. Unlike many projects which set out to establish themselves as the new leaders in a given field, MAP's notion that change is the accumulation of day-to-day decisions on the part of people in the system, dictated that its clients be those persons already "in place" in positions where such decisions were made. In MAP's five state region of influence, such persons were the social studies specialists in the state departments of education, the executive directors in the state social studies councils, key individuals in school systems and in colleges and universities, and persons on the staffs of other global education projects. MAP was interested in and willing to work directly with teachers, but with a small staff, limited resources, and a desire to reach a substantial number of schools,

efforts had to be with and through other educational organizations and agencies. In some cases the MAP staff already had well developed ties with persons in the state departments of education and social studies councils. With such persons a simple phone call alerted them to the new project and began discussions of how they might work together. However, since this was not always the case, some contact and linkage building and priority-setting activities were in order.

The development of the resource directories, discussed earlier in this report, also served as a means of strengthening project contacts with the persons who assisted in compiling the directories. Illinois is a good example of how this worked. At a meeting in Springfield in April, 1975, involving teachers, state department of education personnel, the executive secretary of the Illinois Council for the Social Studies, college professors, representatives from the media, the Chicago Council on Foreign Relations, and other groups, the group compiled a list of over one hundred individuals, special projects, and organizations in Illinois with an interest in global education. Thus the "mapping of the field" in terms of existing local resources also served as an effective way to build ties to important persons at the state level.

During the early months of the project, hundreds of copies of the MAP Statement of Purpose were mailed to individuals in the five state area and selectively nationwide to persons on membership lists of national organizations. Almost every piece of correspondence originating at MAP during that period contained one or more of the statements, along with a request that they be shared with others who might be interested. The statements continued to be useful as a way to let people know what MAP was about, and in fact were in

use right up until the end of the project, although in lesser numbers.

Articles describing MAP appeared in numerous newsletters, including International Studies Notes, Newsletter of the Society for Citizen Education in World Affairs, the National Newsletter for Teachers of Pre-College Russian and East European Studies, the International Center of Indianapolis Newsletter, World Affairs Center Activities Report, Directory of Participating Organizations and Institutions in the Interorganizational Commission on International Education, News and Notes on the Social Sciences, and The Pilot Light. Judging from the inquiries received during the start-up months, such notices reached a wide range of interested persons.

Working with State Associations and Agencies

One of the early steps taken by the MAP staff involved contacting the persons in charge of programs for the social studies councils in each of the five states in the MAP area. As a result, during the period from the summer of 1975 through the summer of 1976, MAP staff made appearances at state social studies council meetings in Indiana, Michigan, Illinois, and Kentucky. In 1977 and 1978, the staff returned to these states for presentations at council meetings, and also made presentations each year at the Ohio Council meeting. The typical format of such presentations involved a description of the MAP project, a brief discussion of the importance of global education, the distribution of MAP materials, and a discussion of other ways that MAP could be helpful in that state. Making presentations at professional meetings is both time consuming and expensive, but in terms of making new contacts and for "getting a feel" for what the people in the field want, there simply is no substitute. Participants often expressed surprise and appreciation that the

MAP staff cared enough to "come all the way out here to our state meeting" in order to explain how MAP could be of assistance to them. While it is difficult to measure the goodwill generated by such personal contacts, it is nevertheless a fact. Perhaps that is why political candidates still go on handshaking tours at factory gates.

Special efforts were made to build linkages with people in the state departments of education in Michigan, Ohio, and Kentucky. Early contacts with the State Social Studies Specialist in Michigan made it clear that the support of the State Superintendent of Education was crucial if the state department was to participate actively in the global education effort there. On the basis of that advice the MAP director and associate director met with the Michigan State Superintendent to explain the project and explore how MAP might best assist the Michigan efforts. During the meeting the state superintendent indicated that his top priority was the state's competency based testing program. When the MAP team was unable to furnish a widely accepted set of global education competencies that would fit into the program it appeared that the state department would play little more than a passive role in the global education activities. However, during the next few months statements favorable to MAP goals and objectives appeared in some of the State Superintendent's speeches, and within eighteen months the state department had decided to make global education one of its Title IVC priority areas and to develop a set of guidelines to support such a move. Since the superintendent had a long-standing interest in international education it is impossible to link the initial visit with him to this shift in state priorities, but MAP's sustained interest in the topic probably played some

role in Michigan's decision to move in the area of global education.

The situations in Ohio and Kentucky were quite different from those found in Michigan. In Ohio, repeated attempts to establish contact with the State Social Studies Specialist failed. While the Ohio situation will be discussed in detail later, it should be noted here that the Ohio State Social Studies Supervisor was responsible for major areas outside of social studies and that the difficulty in making contact with him was probably more a function of his role in the state department of education than of his lack of interest in global education. In Kentucky a new supervisor was appointed in 1977. Her leadership was a major factor in getting statewide efforts underway there.

Planning Joint Ventures

From the outset, one of the major goals of the MAP staff was to influence the agendas of permanent educational agencies and organizations -- that is, to increase their commitment to the concept of global education. Since part of the MAP strategy was to take advantage of the normal flow of events in the educational environment, it seemed reasonable to become the joint sponsor of the activities of existing organizations rather than to create an entirely new series of events -- conferences, workshops, newsletters, etc. This joint venture strategy was aimed at reducing duplication and was intended to extend MAP influence beyond the life of the project. Put another way, the joint venture strategy was intended to reduce the feeling that global education was solely MAP's responsibility. Ideally, it was hoped that global education would become a shared responsibility, with people in

permanent organizations feeling that global education was important "with or without" the existence of MAP. Certainly, actions such as the adoption of global education guidelines by the Michigan Board of Education, and strong leadership in the state departments of education in Michigan, and the printing and distribution of materials such as: Kentucky and the World, Your Community and the World, and The World in Your Community (in Illinois), Indiana and the World, and Ohio and the World by state departments of education or state councils for the social studies indicate that MAP's concerns did become an important item on some such agendas.

Because MAP almost never served as the sole sponsor, the list of co-sponsors of joint ventures is long. A listing of many such activities appears in later sections of this report. The following brief rationale and examples provide the reader with some sense of the scope and nature of MAP's joint ventures.

The co-sponsorship of conferences and sessions of the regular meetings and conventions of other organizations was a typical form of joint venture. During the early months of the project, such efforts were often, though not always, initiated by MAP. But as word of the project's willingness to participate in such activities spread, the bulk of the overtures for joint sponsorship came from other organizations. This was especially true when it became apparent that joint sponsorship with MAP was a low-risk venture for the other organization. For example, MAP never insisted on a particular ideological position nor on specific "favorite" speakers. Neither "head table recognition" nor prominent listing in the printed program was required as a condition of MAP's participation. MAP's three primary criteria for

participation were that the activity made what MAP considered to be a contribution to the field; and/or that it help strengthen the organization's capacity to assist schools in the global education arena; and/or that it add a dimension to the activity that would otherwise be missing.

Joint Ventures at the State Level

Two examples will serve to illustrate the implementation of joint ventures. During the Spring of 1978 the Michigan State Department of Education decided to hold a series of four one-day conferences to introduce the Global Education Guidelines adopted by the Michigan State Board of Education in December, 1977. MAP, which had played a consulting role during the development of the guidelines, was approached by the Michigan State Social Studies Specialist and invited to participate in the conferences. After a series of phone calls and letters it was decided that MAP would provide a staff member to "make the argument" for global education at each of the conferences, in addition to paying for the lunch for participants. It was the opinion of the State Social Studies Specialist that it would be more effective if the arguments for global education came from an "outside" organization rather than from the state department. Thus, MAP was able to help solve a credibility problem. In addition, while other sponsors of the meetings, such as the Center for Global Perspectives and the Council of Chief State School Officers, were able to contribute materials and the time of their staff members, none was in a position to fund the luncheon part of the conferences. The planners of the conferences felt that a served lunch would both attract participants and enhance continuity between the morning

and afternoon sessions. Thus for $300 per conference, MAP was able to add an important dimension to the conferences.

The four conferences not only introduced an important new set of curriculum guidelines. They also strengthened the state department's ability to provide leadership in the global education field.

The Cooperating Consultant Program in Illinois provides a quite different example of cooperative efforts. During the 1976-77 school year, MAP, the Illinois State Department of Education, and Western Illinois University sponsored a cooperative consultant service in the global education area. A brochure (see appendix) was developed and distributed by both the Illinois Council for the Social Studies and the State Department of Education. A faculty member at Western Illinois University, who also served as Executive Secretary of the Illinois Council for the Social Studies, coordinated requests for consulting help and evaluation of the sessions once they were held. MAP staff assisted in the training of persons who had indicated a willingness to be listed as "global education consultants" and provided some of the materials which were used when the consultations were actually conducted.

During the 1977-78 academic year, the Illinois State Department of Education incorporated the global education program into its broader Cooperative Consultant Program. At that point MAP's participation shifted solely to assisting in the training of additional global education consultants, with the state office assuming the coordinating function. This is another example of how MAP strengthened the capabilities of an existing organization to serve the needs of schools in the global education area.

Joint Ventures at the National Level

Two examples will be used to illustrate how MAP worked at the national level to raise the visibility of global education. The first of these examples involves the Council of Chief State School Officers, an organization whose membership consists of the fifty state superintendents of education. The International Education Committee of the Council took the leadership in getting the organization to issue a statement putting the Council on record in support of global education. At about the same time this position statement was adopted, a staff member at the Council saw a copy of the poster-teaching unit, Interdependence: Indiana and the World, which had been developed by MAP. MAP was then approached to see if similar teaching units could be developed using data which focused upon other states, e.g., California and the World, New York and the World, and Colorado and the World. After discussions between MAP and the Council staff, it was decided that the development of a series of state-specific units represented too sizable a task for either MAP or the Council. However, the Council did agree to subcontract with MAP to develop Your State and the World, a series of teaching activities which would use data about many different states to illustrate the growing interdependence between all states and other nations and peoples.

Your State and the World was introduced at the Council's annual spring conference in 1977. Council members were given copies of Your State and the World and urged to adapt it, using additional data from their own state. Since that time at least five states and several local groups have produced their own versions of the teaching unit.

The second example of a national cooperative effort involved the National Association of Secondary School Principals. Most secondary principals belong to NASSP and depend upon its newsletter, Curriculum Report, to help keep them abreast of current trends in education. Most principals have little time for extensive reading and CR provides one way for them to get a quick overview of the wide range of changes that seem always to be underway. Thus, when the editor of CR asked MAP to help prepare an issue of the newsletter on the general topic of global education, the staff quickly accepted. The MAP staff proposed an outline, contacted others for their input, and wrote the preliminary copy for that issue of CR. The NASSP editor then prepared final copy. When the newsletter was published, MAP sent copies to the state social studies supervisors and to state social studies council executive secretaries in the Midwest along with a letter suggesting that they might wish to mention to social studies teachers in their areas that it would be a good time to discuss global education with their principals.

The CR project enabled MAP to utilize an existing network to reach a large number of influential people with the global education message. At the same time NASSP was able to better serve its members in an area where its own staff needed assistance in producing a report reflecting the latest developments in a rapidly changing field. Thus, it was a good example of the joint venture in operation.

A conference on teaching about Japan, and two one-day conferences for teachers are among other joint ventures that will be described in a later section of this report.

Reciprocal Affiliations with Other Organizations -- Networking

The nature, intensity, and duration of contacts, links, and joint efforts involving MAP and a rather large number of other organizations needs to be put into context. For example, there are a number of networks or informal colleges which provide like-minded persons in schools, colleges, and other educational agencies or positions opportunities to keep in touch, seek advice and counsel on plans, programs, and resources, and generally exchange views about the state of a field in which they have a common concern.

Professional meetings, local, state, and national level conferences sponsored by special projects, newsletters and professional journals, government or private funding sources seeking information about needs or wants or seeking advice on guidelines for programming or funding, provide opportunities for those persons who are active and visible in a particular field to meet to discuss their concerns. Such occasions or media also enable interested educators to learn about new developments in their field, and, to a lesser extent, to influence the agenda and programs of professional associations, funding agencies, and schools and colleges.

When by chance or design the right combination of perceived need, available resources, support in appropriate professional agencies, and favorable political climate occurs, the likelihood of a change in educational priorities or of new opportunities is high. A major reason for keeping in touch and working with many different agencies and individuals is to collect information and impressions about needs, resources, trends, and opportunities and to try, in cooperation with others, to fashion a strategy, program, or

situation in which specific educational improvements are likely to occur.

Improved communication and better use of existing resources are among MAP goals that make network building and network maintenance important. While successful cooperation efforts from MAP's standpoint require a sharing of resources and expertise in an effort to reach a common goal or objective, the opportunities to do this in a systematic, long-range, adequately supported way are very few. Thus, the need to capitalize on short-range, often fleeting, but important, opportunities in terms of MAP's goals and objectives. Examples of such temporary, unanticipated opportunities include:

> The Council of Chief State School Officers decision to hold a conference on global education;
>
> The Michigan Department of Education decision to develop guidelines for global studies;
>
> The National Council for the Social Studies regional meeting in Indianapolis or their decision to devote an issue of their official journal to global education;
>
> The U.S. Commission for UNESCO becoming more interested in pre-college education;
>
> The Illinois Council for the Social Studies' willingness to support efforts in the global education field.

Another factor affecting these affiliations is personal. Both Gerald Marker and Jim Becker have spent years working in the general area of social studies, including international or global education. Reputation, experience, previous joint efforts, former students or colleagues, all play a role in determining the opportunities and the potential for success in various affiliations.

Only a few of MAP "affiliations" are mentioned here. Other examples of MAP links with state departments of education and state councils for the

social studies can be found in other sections of this report. These links or affiliations may be viewed as discrete parts of an overall effort, but their impact and their significance may vary greatly from year to year; their interrelationships -- for example, MAP links with a state department of education and a state council for the social studies -- may facilitate more and better communication between these agencies; the potential of some affiliations may justify great patience -- such factors can easily be overlooked and the dynamics or overall impact of such a strategy may easily be lost in listings of specific connections or affiliations.

Promoting Existing Publications and Programs

When MAP got underway, it joined a number of schools, colleges, and special projects with programs in the global education field. One of MAP's goals was to increase awareness among educators in a five-state area of the variety of materials and services available to them from such organizations and agencies. Because MAP was not advocating a particular brand of global education, it could promote what others had done. Such efforts were also consistent with MAP philosophy of not duplicating what others had already done.

Two examples illustrate how MAP operated in this area. The first involves An Attainable Global Perspective, written by Robert G. Hanvey and jointly published by the Center for Teaching International Relations and the Center for War/Peace Studies. In this 28-page paper, Hanvey argued that since schools could not "do everything" they should focus their efforts on achieving a limited set of realistic, or "attainable" goals. He argued for five such perspectives or dimensions: "perspective consciousness," "state of

the planet awareness," "cross-cultural awareness," "knowledge of global dynamics," and "awareness of human choices." In MAP's opinion these were not only worthwhile and realistic goals, but also meaningful for teachers because of Hanvey's extensive use of social science and historical examples. For these reasons MAP made extensive use of the paper and distributed over 1000 copies over a three-year period.

MAP employed An Attainable Global Perspective in a number of different ways. It was always included when global education materials were displayed. It was used as a background paper for conferences and in the training of the Illinois Global Education Cooperative Consultants. It was in the packet of materials received by the more than 750 teachers who attended the 16 one-day workshops in Kentucky during the fall of 1977. In short, it was one of the ways that MAP responded to the general question, "What do you mean by global education?" Thus, while in MAP's view Hanvey's paper was never "the answer" to this question -- MAP was at the same time supporting the development of Exploring the Emergent Meaning of Global Education -- it certainly was one of the most useful means of responding to this very commonly asked question.

In addition to promoting the publications of other organizations, MAP also assisted in promoting programs developed by others in the global education field. Numerous cases could be cited, but a single example should serve to illustrate how the project operated in this general area.

School Improvement Through Global Education

Every seven years, schools belonging to the North Central Association of Schools must undergo a re-evaluation in order to maintain their accreditation. For years The Evaluative Criteria has been used for both initial and for re-accreditation. Its use requires an extensive commitment of time and effort on the part of the schools involved in this process. The staff of the Kettering Foundation, working with the Commission on Schools of the North Central Association of Schools and Colleges, decided to develop an alternative to The Evaluative Criteria. Based upon their experience with helping elementary schools adopt the "Individually Guided Education Program," the Kettering people began developing a similar consensus model approach in helping schools change. When fully developed this program became known as NCA School Improvement Through Global Education (SITGE).

The SITGE development effort got underway at about the same time that MAP was launched. Early in the development process MAP provided the Kettering developers with a full set of global education materials. Later, when the pilot materials were ready for trial MAP staff members attended two one-week summer workshops in the Dayton area, offering suggestions as to how the materials might be revised.

During the first two weeks in January, 1978, a MAP staff member teamed with a Kettering staff member to test some components of the SITGE materials with teachers from the Council of International Schools in England. During that trip the four themes which would later form the backbone of the SITGE materials, were discussed in some detail.

During the spring of 1978, the Kettering project director spent a day in Bloomington discussing draft versions of SITGE with MAP staff members. In the late summer of 1978 Kettering and the North Central Association held a four-day meeting in the Chicago area to introduce School Improvement Through Global Education as a new alternative to The Evaluative Criteria for schools undergoing reaccreditation. MAP helped publicize the Chicago conference and paid the expenses of seven persons who attended the meeting, including four state social studies supervisors and an executive director of a state social studies council. Thus, while the consensus model of change which forms the basis for SITGE is not one to which the MAP staff gives high priority, it is, in MAP's view, a useful approach to improving global education and worthy of support, and the fact that it was not a MAP program did not matter.

Training Leaders

One of the most effective ways for any project to have a lasting impact is to prepare persons for leadership roles which they will continue to play long after the project is terminated. The widespread impact of the people trained by Professor Chadwick Alger at the Ohio State University (Columbus and the World, the World and Columbus Project) illustrates this. MAP has also begun to see the results of its leadership training activities, though the full impact of this phase of the project's efforts will not be evident for a few years.

Earlier in this report mention was made of MAP's participation in the training of global education cooperating consultants in Illinois. MAP also

provided training sessions for teachers and administrators in the Michigan Title IVC global education projects, efforts which are expected to have statewide impact. For purposes of further illustration, three other training efforts will be described.

The now-defunct United States Office of Education Triple-T program (Training the Trainers of Teachers) was based upon the notion that teachers teach as they were taught, not as they were told to teach, thus the focus upon teacher trainers rather than upon the teachers themselves. Employing a similar rationale, MAP co-sponsored two one-day invitational conferences for teacher-educators -- one in Indiana and one in Kentucky.

The Indiana conference was sponsored by MAP, the Longview Foundation, the Indiana Department of Public Instruction, and the Indiana Council for the Social Studies. To help plan the program, MAP brought together a group of teacher educators who provided advice about what their colleagues would find most helpful in such a conference. Using their recommendations the following program was developed:

GLOBAL EDUCATION CONFERENCE FOR TEACHER TRAINERS
Best Western Motel of Terre Haute
March 16, 1978

Agenda

9:00 A.M.	Registration
9:45 A.M.	Welcome - James M. Becker, Director of MAP - Merrill Hartshorn, Longview Foundation
10:00 A.M.	Panel: "Why Global Education?" - James Barth, Purdue University, Chairperson - Lee Anderson, Northwestern University - Charles Engelland, Indiana State University - Robert Hanvey, Center for Global Perspectives - Gene Miller, Western Illinois University

11:30 A.M.	Resource Base - Gerald Marker, MAP, Chairperson - Jane Lowrie - Charles Engelland - James Becker
12:15 P.M.	Lunch
1:30 P.M.	"Examples of Global Education in the Schools" - Mary Soley, Bloomington High School North - Gretchen Weston, Honey Creek Jr. High, Terre Haute
2:30 P.M.	Break
2:45 P.M.	"What is Possible in . . .?" -- Small Group Discussion
3:45 P.M.	Evaluation and Wrap Up -- Charles Engelland
4:00 P.M.	Adjournment

Announcements inviting applications were sent to about sixty college level teacher-trainers at the 38 Indiana institutions with accredited teacher education programs. The applicants were selected on a first come, first served basis and participation was limited to 24 persons. In addition, specific invitations were sent to a few key individuals in Kentucky where it was hoped a second conference could be held.

Once the 24 participants had been selected, each was sent three background papers: Robert Hanvey's An Attainable Global Perspective, Lee Anderson's Exploring the Emergent Meaning of Global Education, and MAP's Mid-America Trades With the World.

The Indiana conference was scheduled for the day preceding the annual meeting of the Indiana Council for the Social Studies in order to make it convenient for people to attend both events. In this way it was felt that each meeting would benefit from the "pull" of the other. While this type of joint scheduling is not unique, a number of the participants indicated

that with college and university budgets shrinking, the back-to-back scheduling made it possible for them to attend both meetings rather than having to choose.

The summary of the evaluation forms completed at the conclusion of the conference showed that 80 per cent of those attending felt that their objectives for attending the conference were "achieved to a great degree" and 85 per cent judged the conference as either "much better" or "better" than others they had attended. A number of participants remarked that they had especially appreciated the opportunity to meet the authors of two of the background papers, i.e., Robert Hanvey and Lee Anderson.

A few weeks after the Indiana conference the Kentucky State Social Studies Supervisor and a faculty member from the University of Kentucky expressed a strong interest in replicating the conference in Kentucky. MAP agreed to co-sponsor the conference but the planning initiative, publicity, and the handling of conference details was done by the people in Kentucky.

The Kentucky teacher trainer conference was a jointly sponsored and funded effort, involving the University of Kentucky, the Kentucky State Department of Education, the Kentucky Council for International Education, and MAP. The pre-conference reading materials and the program format were essentially those used for the Indiana conference, with adaptations made to accommodate the special needs and interests of the Kentucky participants. For example, one of the afternoon sessions was devoted to idea-sharing among people who seldom get together. Since area studies was one of the special interests of the Kentucky Council for International Education, the final session of the day was on the topic of how a cross-cultural emphasis can be integrated into global education programs.

A tabulation of the conference evaluation forms revealed that the small group sharing sessions were the most "helpful" and "interesting" to the participants, followed by the session on resources for teaching global education. Ninety percent of the participants indicated that the conference had "completely" or "to a great degree" achieved their objectives.

It is impossible, of course, to document the impact that either of these conferences will have on the training of teachers in Indiana and Kentucky. Conversations with participants at both sessions made it quite clear that few of them had considered global education as a topic or perspective worthy of particular attention during the pre-service preparation of teachers. Most were unfamiliar with the teaching materials which are already available. Thus, while awareness of the need for global education does not insure its inclusion in training programs, lack of awareness surely guarantees its exclusion.

The Teacher Associate Program

The teacher associate program is another form of leadership training employed by MAP. The TA program makes it possible for elementary or secondary teachers to spend one year in Bloomington at the Social Studies Development Center. SSDC pays up to 50 per cent of the teacher's regular salary and the teacher's school system pays the balance. The TA is involved in a wide range of activities, depending upon his or her interests and the particular projects in operation during the year the associate spends at the Center.

In all but one year of its operation MAP was involved in the TA program. During two of those years, MAP shared TA support with the African Studies

Program, and during other years TA's spent some of their time working with MAP even though they were being supported by another project. The TA's were literally full-fledged members of the MAP staff, assuming a wide range of duties that included: responding to requests for materials, preparing displays, planning and conducting workshops, evaluating materials sent to MAP, and assisting in the development of MAP publications. In fact, in the publications category some of the most popular items on the MAP publications list were designed in large part by TA's, e.g., The Global Education Handbook, the poster teaching unit Interdependence: Indiana and the World, The World and Indiana, the Global Education Bibliography. Their recent classroom experience, their sensitivity to teachers concerns, along with their energy and enthusiasm, made the TA's an invaluable asset to MAP, while at the same time providing the TA's with a working knowledge of the global education field.

Partly because of their unique TA experience, but also because they have been unusually high-quality professionals, former TA's have demonstrated leadership ability and a commitment to global education after returning to their schools.

Working with Graduate Students

Advanced graduate students involved in research on global education topics provide the final example of MAP leadership training activities. Like the teacher associates, advanced graduate students become involved in a wide range of project activities underway at the Social Studies Development Center. Sometimes such arrangements are formal, e.g., during one year MAP employed one

such student as a graduate assistant. Other students completed internships with MAP, each working on some activity of mutual interest. For example, one student played a major role in developing an in-service module for teachers wishing to improve their teaching about Japan; another worked on Your State in the World. Still other students undertook research on global topics such as how students acquire their attitudes about global issues or what they learned from a special unit on families around the world. In each of these instances, MAP staff members were directly involved with these students by providing instruction, materials, and advice.

During even the short life of MAP, some of these students have moved on to assume leadership roles. One has accepted a position as the major developer for a multicultural teaching materials project on the West Coast. Another has become the evaluator for the curriculum division in a state department of education and continues to serve as an evaluation consultant to global education projects. Another now serves on the staff of a three-state dissemination project which is similar to MAP in design.

It is difficult to estimate the extent to which these young professionals will be able to maintain their involvement in global education efforts. The lack of a professional reference group, e.g., an Association for Global Education, and the fact that there are few departments or programs for global education at the higher education level, means that whatever attention they devote to global education will likely be in addition to their full-time jobs. Projects such as MAP, which allow professionals the opportunity to devote themselves to global education on a full-time basis are rare. However, by building and maintaining networks of people who have had such experiences, MAP and other similar projects can help sustain efforts to improve and

expand global education in the schools.

Some projects have the training of professionals as their major goal and devote the bulk of their resources to that task. That was not the case with MAP, which had multiple goals, only one of which was the training of leaders for the global education arena. As already indicated, the situation in regard to recruiting and training leadership in global education is complicated by the fact that there is a lack of professional reference groups in the form of associations, scholarly journals, or departments at colleges and universities. Global education is not alone when it comes to lacking these reference mechanisms, but that hardly makes the problem created for the young professional any less real. It seems quite likely that some time during the next few years a global education association will be formed and a journal begun. If and when that occurs, developing sustained leadership in the global education arena will become considerably less difficult.

Expanding and Improving Communication

As indicated earlier in this report, one of the problems confronting most new fields is the absence of a well-developed communications network. Individuals and projects tend to work in isolation, with the result that already meager resources are often spent duplicating one another's efforts. The low level of communication also means that those working in the area are deprived of opportunities to profit from sharing information about their plans and experiences. As a result, projects often "discover" materials, programs, and resource persons that have long been known to others. It is not uncommon to hear project staff lament, "If only we had known about this two years ago!"

Such statements represent a situation that even well-endowed fields cannot ignore, much less those where funding is near survival levels.

MAP's strategy for expanding and improving communication was two-pronged. One part of our effort was directed at improving communication among people in other globally-oriented projects, state departments of education, state social studies councils, and other agencies which, as a part of their primary responsibility, arrange in-service activities, develop curriculum materials, evaluate programs, etc. A second emphasis was placed on helping teachers become better acquainted with the growing number of global education resources.

One of the first activities undertaken by MAP was a survey of the resources in MAP's five-state area. Typically, this was done by asking key people in each state to identify all the different resources or sources of help with which they were familiar, such as schools with global education programs, world affairs councils, industries with an interest in global education, special college and university programs, etc. A rough draft of the directory was then circulated for corrections and updates before a revised edition was printed.

The resource directories served two purposes. The very task of identifying resources in their state often uncovered people and agencies which were previously unknown even to those who were "key actors" in social studies in the state. This step in itself often provided evidence of the communication gap. The second purpose served by the directories, and the primary one for which they were developed, was to inform teachers and other educators of the many resources already available in this "new" field.

As produced by MAP, the directories were in the form of mimeographed working drafts. The strategy assumed that if those in a particular state viewed such a directory as especially useful, they could do some final editing and issue it as their own publication. This happened directly in one instance and indirectly in three others. The Illinois Council for the Social Studies staff elected to revise the directory and distribute it to all its members. In Michigan, much of the information in the directory was included in the Global Education Guidelines, issued in February, 1978, by the state board of education. Indiana and Kentucky both elected to incorporate some of the directory information in their adaptation of Your State and the World.

Because four of the five states put the directories to such different uses, it is an excellent example of the MAP philosophy in action. There is no question that MAP could have produced and distributed hundreds of "slick" directories for each of the five states. However, while such a move might have served MAP's interests, it apparently would not have been consistent with the priorities of those working at the state and local level, since when given the choice only one of the states chose actually to issue the directory in that form. From MAP's perspective, it is important that materials such as these be designed to satisfy the needs as perceived by educators in each of the states.

Providing Information about Resources

A second segment of MAP's attempt to expand and improve communication was aimed more directly at teachers. This was the development and distribution of two different listings. The first of these catalogues listed organizations

active in the international affairs/global education field. In addition to the name, address, and phone number of the organization, the publication included the name of the director and the nature of the services available. One thousand copies of this publication were distributed at workshops and MAP presentations at professional meetings or were ordered by persons who became aware of the publication through announcements in newsletters or via the MAP Pricelist. The success of this mimeographed publication was one of the factors which prompted the Interorganizational Commission on International/Intercultural Education to publish a similar, though expanded, Directory of Resources in Global Education, which was issued in November, 1977.

MAP also produced Selected Sources of Information, Materials, and Teaching Ideas, an annotated list of newsletters, bulletins, and journals emphasizing global topics and teaching ideas. The notion was that such resources, e.g., newsletters, would make it convenient for teachers to develop an independent means of staying in touch with developments in global education well beyond the life of MAP.

Keeping in Touch

Though the emphasis in this section has focused upon printed materials, it would be a serious oversight not to mention the informal, verbal role played by MAP in the communication area. Through long involvement in this field, the project director developed a wide-ranging set of personal contacts which were simply enhanced by this project. During the life of the project, the MAP staff was involved in hundreds of phone and written communications with persons seeking advice, trying out ideas, or sharing

information. For example, a Title IVC innovative global education project director might call and ask for advice on whom to have conduct an in-service meeting for their teachers on a specific topic such as environmental interdependence. MAP was centrally involved in discussions about how best to respond to the initiatives of the President's Commission on Foreign Language and International Education, as well as in preparing goals and objectives for national assessments in global education. In other words, MAP was an integral part of the global education information network, reflecting the long-standing respect of others in the field. Such central placement in the network enabled the MAP staff to participate in expanding and improving communication in the field in a manner which, while difficult to document, nevertheless was very real -- a situation perhaps best appreciated by persons in similar positions in other networks.

Expanding, improving, and maintaining communications is a very necessary function, especially in an emerging field. However, such efforts, because of their almost "invisible" nature, are difficult to document, and hardly popular with funding agencies.

III. MAP -- Year-by-Year and State-by-State -- A Chronological View

A brief year-by year summary is perhaps the best way to provide the reader with a sense of the flow of MAP activities. By citing goals and strategies which gave direction to the project and describing "what led to what," one gets a sense of why certain activities were undertaken and of their impact. In a project where a major strategy was to capitalize upon existing events, it was important to fit project activities into existing calendars rather than for MAP to create still another series of conferences, workshops, etc. That strategy also required a longer than normal start-up phase, during which key people and events were identified and plans were made for cooperative efforts.

January, 1975-June, 1975

During the first six months of the project the director and the administrative assistant devoted only 50 per cent of their time to MAP. During those early months four types of data gathering were undertaken. A survey of the in-service needs of Indiana social studies teachers, which had been initiated prior to MAP, was completed. The first drafts of the state directories, described earlier in this report, were developed. Directories and membership lists from other organizations were collected, and educational statistics of the five states were compiled. A survey of study-abroad opportunities was prepared. In short, while the MAP director already had extensive knowledge of global education resources, it was important to quickly identify resources, needs, opportunities, and key people in MAP's five-state area.

During this period, initial work was undertaken on the major conceptualization paper to be developed by Professor Lee Anderson. In retrospect, the projected time-line for this task proved much too optimistic, since the final version of the report was not completed until the final month of the project.

A statement of purpose, which would later undergo two or three revisions, was developed and hundreds of copies were distributed. Announcements of MAP's creation appeared in numerous journals and newsletters, and word of the new project quickly spread through the informal network.

Arrangements were made to open a part-time MAP office at the newly created International Center of Indianapolis, with several meetings being held there during the first year of the project.

During this start-up phase, the MAP director began making presentations and conducting workshops at professional meetings. He also helped plan and participate in a three-hour state-wide (Indiana) teleconference featuring the Lieutenant Governor and the State Superintendent of Public Instruction and devoted to the topic of global education.

Perhaps the most unusual characteristic of this early period of the MAP project was the extent to which emphasis was placed upon finding out what was needed, what others were doing, and what others could do. That emphasis was consistent with the project strategy spelled out earlier in this report.

July, 1975-December, 1975

In July the director and administrative assistant of MAP began devoting their full attention to the project and they were joined by a full-time associate director. The preliminary data-gathering activities begun in 1974 and expanded during the first six months of 1975 made it possible for the

level of project activity to be escalated rapidly.

A number of activities were conducted in the general area of improving communications in the field. A special issue of News and Notes in the Social Sciences, a regular publication of the Coordinator for School Social Studies at Indiana University, was devoted to global education. Two special bibliographies of global education materials were developed, and MAP jointly sponsored and conducted a state-wide global education conference for Indiana teachers. In addition, seven presentations were made at state social studies council and other professional meetings. The MAP director worked with Prime Time School Television of Chicago in planning a special mailing to 100,000 teachers announcing a three-hour program on foreign affairs. A final activity in this area was a two-day meeting involving key people from Indiana and Illinois to plan activities in those states.

In the area of resource mobilization and sharing, MAP undertook a number of activities. Perhaps the most unusual was a joint project with the Peoria Journal Star to develop a unit illustrating how the newspaper could be used to demonstrate a community's links to the rest of the world. Sallie Whelan, the Star's Director of Educational Services, worked closely with MAP in revising the manuscript for the teaching unit, the original draft having been written by three teachers in the Peoria area. The unit was then printed and sold by the Star and MAP distributed 350 copies. The unit proved so popular that a second printing was made, and by early 1978 that, too, was sold out. Through MAP's efforts, Miss Whelan made presentations describing the Peoria and the World project at the National Conference on Citizenship in Kansas City in September, 1976, and at Illinois Council for the Social

Studies meetings. An article by Miss Whelan also appeared in the January, 1977 issue of Social Education, giving further visibility to the project. Indy and the World, produced by the Indianapolis Star, was a direct spin-off of the Peoria project and offers a good example of how MAP attempted to help good things ramify.

During this period MAP staff made two trips to the Quad Cities area to help their World Affairs Council and the Committee on Public Service in International Affairs of the University of Illinois plan their annual world affairs conference. Similar cooperative planning got underway with the Council on International Educational Exchange, Youth for Understanding, and the UNESCO Associated Schools Project.

During this period MAP also undertook various efforts in the area of institutional revitalization. For example, what came to be a long-standing, helping relationship with the Center for World Studies in Grand Rapids, Michigan, was begun. On campus, MAP worked with the East Asian and the Soviet and East European Studies programs to assist them in developing "outreach" activities aimed at meeting the needs of school and community groups. Work also began on a social studies departmental chairpersons handbook, using as a model A Handbook for Departmental Leadership in the Social Studies, which had been developed for the National Council for the Social Studies by the just-concluded Diffusion Project. While the Handbook was not one of its central concerns, MAP did introduce the document at various meetings on the grounds that stronger social studies departmental leadership would, in the long run, help the global education effort.

The MAP staff represented the interests of global education at numerous conferences and consulting situations, a type of representation that continued throughout the project's life. These informal contacts, while difficult to quantify in terms of their direct impact, did nonetheless lead both to additional opportunities to participate directly in teacher training activities, and to help the MAP staff stay in touch with developments in the field. It would be difficult for a linkage project such as MAP to operate effectively without developing and maintaining numerous informal contacts.

It was also during this period that MAP began working with four Teacher Associates at the Social Studies Development Center. It wasn't until the 1977-78 academic year that MAP was able to support its own teacher associate (a social studies teacher on leave from his/her school, with his/her salary paid 50 per cent by the school district and 50 per cent by MAP). But the four teacher associates supported by another project at the Social Studies Development Center were able to assist MAP in major ways during the 1975-76 academic year. For example, they were the primary developers of Interdependence: Indiana and the World, a poster-based teaching unit which later led to the production of Your State and the World. They also assisted with planning and conducting workshops, revising bibliographies, and in countless other ways with the day-to-day tasks associated with a project like MAP.

Finally, various publications, which will be listed at the conclusion of the next section, were begun.

January, 1976-December, 1976

The unusual nature of MAP was highlighted during this second year when there was a change in the Lilly Endowment program officer to whom the project was assigned. It is difficult enough to assess the merit of a project if one is associated with it from the beginning and the objectives and "products" of that project are typical -- e.g., to produce a new set of world history materials or to retrain teachers in the use of a particular question-asking style. At least the results of such "typical" projects are tangible: a set of materials or measures of growth in teacher skills. But what indicators of success does one look for when one's association with the project begins after it is well underway and its major objectives are:

> ...to help clarify goals and objectives, improve communications, mobilize resources, recruit and train personnel, and to strengthen leadership in the field of global education. (Annual Report to the Lilly Endowment, December, 1976, p. 1).

A third party evaluation conducted during 1977 and discussed later in this report indicates that identifying appropriate indicators of success was no small matter.

Two publications aimed at clarifying goals and objectives in global education appeared during this period. One was a paper by Professor Lee Anderson entitled, "What Are Global Perspectives?" The second was a joint paper by Lee Anderson and James Becker, Director of MAP, entitled, "The Role of Social Studies in the International Education of Children and Young People," published by UNESCO and used as a working paper for an international conference involving 14 nations. During this year MAP also worked with the

International Studies Association on "Guidelines for Initiating and Improving International Studies in the Secondary Schools" and "Guidelines for International Studies." Work also began on the Michigan Guidelines for Global Education, again with MAP assistance.

MAP continued to work at improving communication in the field by serving on advisory boards; attending professional meetings at the state, regional, and national levels; and by having exhibits at professional meetings and at special events such as the International Fair, sponsored by the International Center of Indianapolis. In fact, during this year MAP representatives spent 146 days in the field. In addition, during this period hundreds of phone calls and scores of letters flowed between MAP headquarters and various agencies and individuals in the field.

Various joint ventures also moved ahead. For example, MAP's interest in international trade served as the basis for a working relationship with the International Trade Division of the Indiana Department of Commerce. That division asked MAP if it could display and distribute copies of Interdependence: Indiana and the World, the poster teaching unit mentioned earlier. MAP also arranged for a representative of the division to make a presentation at the National Conference on Citizenship, held in Kansas City in September of that year. The division along with the regional office of the U.S. Department of Commerce cooperated in making available current trade data, and early discussions were begun on a project that a year later would result in the publication of Mid-America Trades with the World.

It was during this period that Ann Ely, Director of Educational Services of the Indianapolis Star and Indianapolis News, and a small group of teachers began work on Indy and the World.

An example of MAP's efforts in the recruiting and training of leaders for the field is the work done in Illinois with the cooperation of the Illinois Office of Education and the Illinois Council for the Social Studies. During this year the Illinois Office of Education reorganized and shifted its school assistance effort to a series of regional service centers. After discussions with Ann Pictor, State Social Studies Consultant, and Gene Miller, Executive Secretary of the Illinois Council for the Social Studies, it was decided that an effort would be made to identify and train a number of teachers who could serve as global education consultants to the schools. The plan was to train such people and then make their names available both through the service centers and through the Council. MAP participated in planning and conducting the training sessions, supplied global education materials for the training sessions, and supported a graduate student, Charles Ramer, who worked with Professor Miller in coordinating requests for the services of consultants.

During the summer of 1976 both the MAP director and associate director participated in week-long "We Agree Global Education" workshops sponsored by the Kettering Foundation. Each served as a "participant consultant" to the Kettering workshop leaders and offered suggestions as to how the workshops might be modified. This effort eventually resulted in a project entitled "School Improvement Through Global Education," sponsored by the North Central Association of Schools and Colleges.

By the close of this year MAP had produced a number of printed materials, most of them in mimeographed form, since it was MAP's intention not to invest major resources in the production of polished products but instead to develop materials to the working-draft stage as examples of what might be done, and

to allow others who might find them useful to adapt and complete final stages of development. By way of review, the materials available by the close of 1976 were as follows:

What Are Global Perspectives? A paper by Lee Anderson discussing objectives for global education. This paper was also reproduced and distributed by the Center for Global Perspectives in New York.

Interdependence: Indiana and the World. A teaching unit, student data packet, and teaching suggestions by Patricia Basa, Ed Brennan, Tony Codianni, and Regis Birckbichler, four teacher associates.

Illinois and the World. This is similar to the above unit but without the poster. It was developed by David Victor, a former teacher associate.

Global Perspectives Handbook. A series of eight lessons built around topics such as food, population, energy resources, and differing future scenarios, and includes a bibliography, by David Victor and Richard Kraft, former teacher associates.

Selected Sources of Information, Materials, and Teaching Ideas. An annotated list of newsletters, bulletins, and journals emphasizing global topics and teaching strategies, by the MAP staff.

A Global Perspectives Bibliography. This includes annotated readings for teachers and curriculum planners, resources for classroom use, media guides, and simulation games, by Patricia Basa, Ed Brennan, Tony Codianni, and Regis Birckbichler.

Peoria and the World. A newspaper-based teaching unit by Sallie Whelan and three Peoria teachers: Kay Bennett, Meredith DeGood, and Jan Smith.

Thus, 1976 probably came as close to being a "typical" year as any during the life of the MAP project. The staff traveled extensively in the process of working with others on projects, workshops, and publications. Hundreds of pieces of materials were distributed, letters answered, phone calls made, and presentations delivered. MAP had become one of "the places to call" to find out what was going on and where one could get help in global education. In short, for the staff, 1976 was a hectic, productive year.

January, 1977-December, 1977

It was during this year that the momentum for global education began to show itself in specific ways. While MAP does not claim direct responsibility for these events it is a fact that the MAP staff was directly involved in most of them. Such developments certainly are what was intended by MAP's goal of, "helping to create more favorable conditions and increased opportunities for needed improvements in the global perspectives of children and youth in the United States."

A brief review will give the reader some sense of how global education seemed to gather strength during 1977. For example, the U.S. Commissioner of Education appointed a Global Education Task Force to study and recommend needed national efforts in the field as well as to recommend what the role of the Office of Education should be in helping to promote global education.

The Council of Chief State School Officers policy statement listed global education as one of the areas deserving high priority and sponsored a national conference on global education. At that conference Your State and the World, a teaching unit developed for the Council by MAP, was distributed to each of the 50 Chief State School Officers. The National Endowment for the Humanities continued its grant to Global Perspectives in Education, Inc. to develop global education curriculum materials. The National Association of Secondary School Principals created a task force on global education and devoted an issue of its Curriculum Report to that topic. The Global Development Studies Institute prepared a model curriculum, guidelines, and case studies: all designed to assist schools in improving their global education efforts.

During 1977, states within the MAP region took some major steps in the global education area. Kentucky held a series of 16 one-day workshops on global education at which their version of Your State and the World (Kentucky and the World) was distributed. The Michigan State Board of Education issued its "Global Education Guidelines" and the State Department of Education funded four Title IVC innovative programs in global education. The Illinois Office of Education printed and distributed 2,000 copies of two publications -- Interdependence: The World in Your Community and Your Community in the World, the former adapted from Your State and the World; the latter an adaptation of David Victor's Illinois in the World. Illinois also assumed responsibility for coordinating the global education consultant efforts which previously had been supported in part by MAP. The Indiana Department of Public Instruction began work on Indiana and the World, its version of Your State and the World, and continued distributing Interdependence: Indiana and the World, the MAP

developed poster teaching unit. First steps were taken by the Ohio Council for the Social Studies to produce Ohio and the World, again with MAP support and encouragement.

Rather than review all of MAP's activities during 1977 this section will highlight some of the events of that year. Many of the day-to-day activities described in the previous section of course continued during 1977. For example, the MAP staff made many presentations at professional meetings, kept the letter and telephone network humming, and represented global education interests on the numerous advisory boards on which the MAP staff served.

The development and distribution of Your State and the World was a major activity during the first part of 1977. Developed at the request of the Council of Chief State School Officers, Your State and the World consists of 33 teaching activities, including teaching suggestions and student handouts, and a directory of materials and resources. After its introduction at an April conference sponsored by the Council of Chief State School Officers, Your State and the World quickly became one of MAP's most popular publications. As this report is written, six states either have or are in the process of adapting it, using data relevant to their particular situations. The Council's original interest in such a publication stemmed from Interdependence: Indiana and the World, an earlier MAP publication. At the time that Interdependence was developed MAP had no idea of the ramifications of the ideas.

This year also saw the publication of a second major paper by MAP, this one the discussion draft of Lee Anderson's Exploring the Emergent Meaning of Global Education, a 274-page paper dealing with definitional and conceptual issues in global education. Late in April, MAP sponsored a

conference in Bloomington attended by key persons from MAP's five-state region with the addition of a few leaders at the national level. The three-day conference was designed to discuss Exploring the Emergent Meaning of Global Education and was intended to provide additional data for the final chapter which was to deal with barriers and opportunities for improving global education in the schools.

During the fall of 1977, a major global education effort was launched in Kentucky. Under the leadership of Helen Worthington, State Social Studies Supervisor, 16 drive-in conferences for Kentucky were conducted. The entire morning of each one-day conference was devoted to global education. Each person attending the conference was given a copy of Intercom 84/85 and Kentucky and the World, along with numerous other materials. A MAP representative made the opening presentation at each conference and conducted "hands on" activities involving participants in demonstrating some of the lessons in Kentucky and the World. In total, some 780 teachers were involved in these introductory global education sessions. Follow-up activities to the one-day conferences were conducted during 1978.

Michigan also made a significant move to promote global education during 1977 when its State Board of Education issued a set of global education guidelines. In March, 1976, MAP and the Michigan Department of Education organized a two-day planning meeting involving about 40 key educators from that state. It was at this planning meeting that the group decided that unlike other states in the MAP region, the development of state guidelines should be the top priority task in Michigan. As already indicated, four ESEA Title IVC global education projects were also begun during 1977. MAP

staff were involved directly in the training activities of three of those projects during that year.

During the early spring of 1977 MAP underwent a major mid-project evaluation, as stipulated in the contract with the Lilly Endowment. Lilly appointed two outside evaluators and commissioned them to evaluate the project and recommend whether the funding for the final eighteen months should be provided. After reviewing all of the materials and reports which MAP had provided, the evaluation team requested additional data, which MAP provided. This was followed by a two-day site visit which in turn was followed by telephone contacts with many of MAP's clients. The outcome of the evaluation was the $90,000 funding of the final eighteen months of the project, i.e., from July 1, 1977 through December 31, 1978. The final grant from the Lilly Endowment, Inc. brought the total Lilly support of MAP to $490,000.

While only a sample of events have been outlined here, it should be apparent that 1977 saw no change in the basic strategy employed by MAP. The focus continued to be on the events that MAP clients considered to be important to accomplishing their goals. The fact that the five states chose quite different approaches to promote global education is further evidence that for projects to promote a single approach to improving the curriculum is probably inappropriate in many cases.

January, 1978-December, 1978

Early in 1978, Mid-America Trades with the World was released and within the next six months over 1,000 copies were distributed to teachers, supervisors, directors of economic education programs, officers in international trade organizations, etc. The enthusiastic and positive response

to the booklet confirmed a major assumption behind the publication, i.e., that there were few publications which explained in easy-to-understand language both the scope and workings of international trade in the Midwest area.

During the same year, work proceeded on three other adaptations of Your State and the World, i.e., in Ohio, Indiana, and Minnesota. In Minnesota the work was carried out by Robert Erickson, the MAP teacher associate during 1977-78.

The bibliography of global education materials originally developed in 1976 was revised as demand for the publication continued. In consultation with Charles Johnson of the Lilly Endowment, Inc., a fund-raising brochure was developed and used extensively in numerous attempts to find further funding for MAP.

The MAP staff continued to make presentations and conduct workshops at professional meetings. For example, workshops were conducted at the National Council for the Social Studies Regional meetings in Minneapolis; at state council meetings in Indiana, Ohio, Michigan, and Illinois; and in Oakland, Flint, Lansing, Grand Rapids, and Marquette, Michigan; Columbus, Ohio; and in Gary and Bloomington, Indiana.

Two unique conferences were conducted during this year. MAP, in cooperation with the Longview Foundation, the Indiana Office of Public Instruction, and the Indiana Council for the Social Studies, sponsored a one-day conference for college social studies educators.

The Indiana conference was planned by a committee of persons involved in the preparation of social studies teachers. Based upon the committee's

advice, the day was organized around three main goals: to explain the rationale for including global education in the curriculum, to introduce participants to many global education materials, and to give them an opportunity to critique global education lessons. Fred Risinger conducted an evaluation of the conference and prepared a report.

Shortly after the Indiana conference, the participants from Kentucky expressed an interest in holding a similar conference for teacher educators in that state. Joint planning efforts involving the Kentucky Department of Education, the Kentucky Council for the Social Studies, and the University of Kentucky resulted in a similar conference in Lexington in early May. As was typically the case, MAP funds provided only partial support for the effort.

In April, MAP, in cooperation with the Embassy of Japan in Washington, and the United States-Japan Trade Council, sponsored a two-day conference on teaching about Japanese-American relations. More than 70 educators attended the meeting. All were sent a follow-up mailing, which included participant-generated teaching ideas.

During the summer of 1978, MAP took an active role in promoting awareness of the Kettering Foundation/North Central Association of Schools' newly developed School Improvement Through Global Education Program. MAP sent draft copies of the two booklets to state social studies supervisors and the executive secretaries of the state social studies councils in the MAP region. When a four-day introductory conference was held near Chicago in August, MAP sent six people from the MAP region. During the fall the MAP staff participated in another development project initiated by Jon Kinghorn of the Kettering

Foundation. This effort involved the development of a checklist which schools could employ to determine the extent to which their staff, students, and curriculum had a global orientation. The publication, bearing the names of its joint sponsors, is scheduled to be published in 1979. Nineteen seventy eight also saw the continuation of the U.S. Office of Education's Global Education Task Force, with the MAP director being appointed to that group.

In December, 1978 MAP issued a major publication. The reader will recall that one of the major goals of MAP was to assist with conceptualizing the global education field. Early in the project Professor Lee Anderson was employed to assist MAP with that task. The draft version of this major conceptual effort was Exploring the Emergent Meaning of Global Education. MAP structured various meetings and conferences in order to obtain reactions to this lengthy paper. On the basis of that feedback and considerable additional study and research by Professor Anderson and a number of his colleagues, a final document was developed. The title was changed to Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Signficance of Global Education. The document also doubled in length. In addition, a 30-page summarization prepared by Don Robinson was published and widely distributed.

In the opinion of the project staff SCHOOLING will prove to be a major contribution to the theoretical development of the field. Since its distribution comes at the very time this report is being written, it is impossible to document that assumption, but we are confident that future efforts in this field will frequently cite SCHOOLING.

Early in 1978 MAP asked the Indiana Center for Evaluation to conduct a third-party evaluation of the project. Parts of this evaluation are included in this report.

The final few months of MAP saw a flurry of activity by the federal government. During the fall of 1978 President Jimmy Carter appointed a Presidential Commission on Foreign Language and International Study. The MAP staff provided both written and verbal input to the Commission. Since the Commission will not report until October, 1979, one can only speculate about the exact nature of the recommendations which will be issued next fall. However, from the vantage point of December, 1978 it appears that the entire global education movement will receive a strong endorsement from the Commission.

IV. Review and Summary of Self-Evaluation

There are many ways of judging the success or failure of special projects such as MAP. The Reese-Holt evaluation conducted under Lilly Endowment auspices focused on gathering evidence related to the initial goals and objectives and the managerial aspects of the project. The Indiana Center for Evaluation effort provides documentation on the consumers view of the quality and quantity of goods and services provided by MAP or generated with MAP help. Both raise important questions regarding the impact of the Project's activities on teachers, administrators and school curricula as well as on other special efforts in the field of global education. Both provide some evidence of the nature and extent of this impact.

Projects also need to be judged by what they and those most intimately involved in projects learn and are better able to do as a result of having participated in planning and carrying on project activities. Has the experience -- the accumulation of resources, the building of relationships, the specific activities -- increased the capacity of individuals and educational agencies to deal with the problems of global perspectives in education as they exist today? Projects that continue over a four- or five-year period may well find they have helped educators learn to deal with the problems identified when the project began, but not helped in regards to current needs and issues. In this regard MAP seems to have achieved some success. Whether luck, timing, circumstances, design or some combination of these and other factors are responsible, many of the persons and organizations MAP worked with seem better able to deal with global perspectives today than was the case in 1974. The Michigan Guidelines for Global Education, the existence

of "Indiana in the World" and "Kentucky in the World," the existence of a task force on Foreign Languages and International Studies in Illinois, the widespread availability of kits of sources and resources through state councils for the social studies and state departments of education in the MAP area are all evidence of increased capacity to deal with global perspectives.

This is, of course, an "insider's" very biased view. If, as MAP staff believes, it is true, then how might one account for this improvement? Recognizing that a number of factors over which MAP had no control might well be more important determinants of the present situation than anything MAP did, it still seems useful to review the strategy and operating philosophy as well as the various activities in hopes of finding clues to the successes and failures of MAP.

Strategy

The strategy or approach employed by Mid-America is based on a number of assumptions, including:

1. Schools and other educational agencies in this country form a diffuse, fragmented, hierarchical system with little centralized control.
2. The way schools, professional associations and other educational agencies operate at a given time is largely the result of accumulated day-to-day decisions made by persons within the system, most of whom perceive the context or organizational structure within which they operate as largely unchanging and unchangeable.

3. Many groups outside the school have opportunities to influence what goes on in schools, but what goes on in schools is generally beyond the control of any of these outside efforts.
4. While the content of school programs changes completely or substantially every 30 to 50 years, because of rapid technological and social changes, much of what is taught at any given time is outdated, inaccurate, or inappropriate. In other words, it is a large, diffuse, slowly-changing system involving a great many institutions and agencies and influenced by many outside groups. The changes that do take place are likely to be fragmented, disjointed and incremental.

The MAP staff further assumes that improving and expanding global education in the schools and the efforts of other educational agencies to assist schools depends upon many factors, including the commitment and skills of those who manage schools or teach in classrooms, the adequacy of the definitions and conceptions that underlie special projects or programs in global education, the extent and the quality of the research and development work in this area of study, the clarity and the appropriateness of the goals and objectives which guide the efforts of schools and other educational agencies in this field, and the extent to which the needed intellectual and material resources can be mobilized to assist schools and scholars in their efforts to improve global education.

By working with many individuals and groups -- both within and outside the formal educational system -- which have an actual or potential interest in this field, and by encouraging cooperation, resource sharing, and better

communication, the Mid-America Program seeks to increase the likelihood that fragmented, disjointed changes will become cumulative. The involvement of outside agencies is also seen as a means of increasing the likelihood that change in school will more accurately reflect significant trends and developments in the larger society and thus enable children and youth to become more intelligent and responsible participants in the larger society.

Such a strategy requires that MAP staff be sensitive to the many occasions, events and circumstances that provide opportunities to participate in decisions which help shape the agenda of the schools. Textbook selection, in-service days, professional meetings, curriculum review, setting of priorities at local or state level, and a host of other events and occasions play an important part in determining what schools will teach and how programs will be designed. This wide range of activities at times may make MAP efforts look unsystematic and disjointed; this is a function of the situation in which we work rather than a lack of clear objectives.

The MAP operation is also a reflection of many years of working in this field. Gerald Marker and Jim Becker have ties and connections with a great many schools and educational agencies which have or should have an interest in improving international and global education. MAP strategy capitalizes on this fact by involving a great many different agencies. As the saying goes, "none of us is as smart as all of us."

MAP strategy and operations place heavy emphasis on personal contact, field visits and working with agencies and associations that help set agendas for the schools. Other parts of the Report discuss in some detail the relationships with state education agencies. One factor which needs further

emphasis is that people who work directly in the schools (e.g., department heads and supervisors) and people in organizations where their agendas are often set by others are constantly faced with changing priorities. One year it may be "global education"; the push the next year may be "moral education" or "career education" or tremendous energy may be siphoned off in a reorganization of the department. These changing demands make it very difficult for the person to give (or for that matter plan) sustained attention to any particular subject or topic. Most persons in leadership roles know that meaningful change takes careful attention over an extended period of time, but other pressures placed upon them often make that impossible. This makes it even more important for change projects to gear their efforts to fit the natural flow of events for people in such roles rather than for them to suggest still another set of priorities.

Another factor which seems in need of additional emphasis is the role of field visits and personal contact. Travel by a project staff is expensive, both in time and resources. Yet it has been our experience that face-to-face contacts on the other person's "turf" results in a type of rapport and receptivity that more than justifies such investments. The very fact that project people "care enough to come see us" seems important in and of itself. It also provides the opportunity for the project staff member to meet the colleagues and sense the setting in which the person being visited works. To the "important others" the significance of their colleague being important enough for someone from the project to come see them is almost always noted. Field visits also serve as a "reality check" for the project staff if they will remember to listen as well as talk.

What have we learned? Reflections on MAP after more than four years of operation by those too close to be objective suggests a number of general insights or homilies.

a. It takes time -- five years may be a minimum to test an idea or strategy. Two or three years may indicate whether the people who propose the idea know what they are doing, whether they can make a proposal operational, but significant change usually takes longer.

b. A major lack in most projects is understanding schools -- their culture, their relationship to a host of other agencies that help share their agenda -- publishers, parents, professional associations, accrediting agencies, media, colleges and universities, youth groups. The culture of the school ought to be a required course for all project heads.

c. Empire building vs. helping schools change. The bigger budget-bigger staff syndrome. Everyone wants to coordinate, centralize our decentralized system, or get control over some part of it. Change it by getting control of parts of it. This is in our view impossible and undesirable.

d. There is a fetish for neat, clean, slick-looking operations and products. The world is complex, a mixed bag, and seldom permits one to stay in touch with reality and still be "slick and clean."

e. You can seldom help bring about change and take credit for it. You must decide which is more important.

f. Learn to be sensitive to and capitalize on the natural events in the schools and other educational agencies -- this affects the timing and tempo of project efforts and is crucial in determining whose needs will be served.

g. Recognize your limited but important leverage in a complex system. How do you influence a system you do not control? Find out where it is most vulnerable to your kind of influence -- where you can work with others to mutual advantage.

h. Money is seldom the major problem; schools with adequate funding still find that identifying, agreeing upon and implementing new priorities is very difficult.

i. Start evaluating your efforts from the beginning of the project. Assign someone to collect needed documentation. It saves lots of trouble later.

We believe that taking these lessons to heart would result in better, more useful projects.

V. Summary of Outside Evaluation

In January, 1978, the Indiana Center for Evaluation (ICE) entered into an agreement with the Mid-America Program for Global Perspectives (MAP) to undertake an evaluation which would gather information and data so that an objective assessment of the impact of the project since its inception might be made.

Great care was taken during Phase I of the present evaluation to collect for the reader relevant documentation so that he might arrive at his or her own perceptions related to Mid-America Program goals, employed strategies, processes, and final outcomes. Phase I was a careful review of documents and correspondence related to the Mid-America Program and its consumers both within and without the target area of Illinois, Indiana, Ohio, Michigan, and Kentucky.

Phase II was characterized by naturalistic/responsive evaluation (Wolf and Tymitz, 1978) and utilized an open-ended survey instrument as well as numerous investigative interviews with both Mid-America Program staff and its constituents.

The strategies employed during Phase I included the study of incoming correspondence, outgoing correspondence, telephone logs, and requests for materials received by the MAP for the period September, 1977 to October, 1978.

Careful review of incoming correspondence extracted from the five-state notebooks (compiled by MAP) has resulted in a study and categorization of 132 separate pieces of written communication from individuals at all levels of influence in the states of Illinois, Indiana, Kentucky, Ohio, and Michigan. Of passing interest, 39.2 per cent of persons in the five states expressed a desire for, or thanks for, particular MAP publications. An additional

25 per cent expressed a wish for more information about global education generally. In the area of consultation, 41 per cent expressed a desire to inform the Mid-America Program of upcoming regional or state conferences or requested their participation and commitment to such meetings. Nearly one half (44 per cent) of the correspondence was heavily laden with friendship comments of a personal nature from individuals who appeared to have both professional and friendship ties to persons who staff the MAP.

As regards requests for materials and information about the Mid-America Program as compiled by Robert Erickson during his teaching assistantship (September 1977-July 1978) a total of 464 separate requests were received during an eighteen month period and represent 319 separate cities and towns and eleven countries. Each request was assigned membership in one of the following descriptive categories for recording purposes:

NOT ID.	Not identified/no response
JHS	Junior High and elementary have been collapsed into JHS category (very few elementary requests)
HS	High School, private Catholic/other high schools identified as such have been included
U	College/university, a very few convents have been included
P	Private Projects/Foundations/Textbook Publishers/City Chambers of Commerce
LEA	Local Education Agencies
SEA	State Departments of Education/State Education Service Centers/ Related State Offices of Education

Three states were not represented (Alaska, Mississippi, and Nevada). The average number of requests for the five-state area was four times the national average. Ten foreign countries were represented with a total of eighteen requests for Mid-America Program materials.

Careful review of outgoing correspondence was also undertaken during the first phase of the evaluation. All outgoing correspondence for the months of October, 1976, October, 1977, October, 1978, March, 1977, and March, 1978 was reviewed and assigned membership in the various subcategories of "requests" and "consultation" to which they were responding. A total of 388 letters were reviewed. For a summary of destination within the five-state area and its total and a summary without the target area, refer to Appendices A and B.

Summary of Phase I

The flow of outgoing correspondence appears to be heavy in the beginning stages of the project, with the majority of correspondence addressed to persons who made specific requests for MAP curriculum and information about the general field of global education. A good number of the letters are of a friendship nature in which business items are interwoven with statements describing the changing foliage patterns of Brown County, the inconsistent performance of the Indiana basketball team, or documentary accounts of the "Blizzard of '78." Correspondence drops off in October, 1978, as might be expected with the program drawing to a close. In each of the five months reviewed, there were numerous letters of recommendation written for persons known to MAP staff related to employment and/or membership in professional state and national organizations.

As regards specific requests for materials, 20 per cent came from Indiana and 20.9 per cent from the remaining four states in the impact area, with the five-state area accounting for 40.9 per cent of total requests for materials for the period September, 1977-July, 1978.

Description of Phase II Activities

As with so many action-packed and fluid organizations, the impact of the Mid-America Program is difficult to measure. In part this is due to the geographic size of the states as well as the strategy employed by MAP at various junctures of their intervention. Another reason is the potential for turnover within the profession and the unavailability of these persons to provide viable feedback.

Strategies employed during Phase II include an open-ended survey questionnaire and investigative interviews with MAP staff and participants in each of the five states and in other regions of the United States. A number of conferences at which MAP was on the agenda were also attended to assess the reactions and perceptions of conference participants. The underlying strategy of MAP is to stimulate change, and although change is difficult to assess, we sought the opinions of students, teachers, and administrators who were able to make statements about the beneficial impact of the Mid-America Program as well as its shortcomings.

Several conferences were attended during the evaluation. The first such meeting was held in Terre Haute on March 16, 1978, and was attended by approximately 25 persons. The second was held in Bloomington, Indiana, April 30-May 1, 1978 and had as its focus Japanese-American relations. A third was held at Barat College in late August of the same year and was concerned primarily with the use of a global education curriculum for school accreditation. It was hosted by the North Central Association.

The survey questionnaire was designed to e plore the impact in the five states and the general area of global education. A total of 165 surveys were mailed across the United States. Respondents were separated into "marked" and "unmarked" categories. Unmarked re pondents were names of persons recommended by MAP who had had frequent contact and could make a statement about the program. Of the 165 questionnaires, 131 were mailed to persons in the unmarked category. The remaining 34 were mailed to persons who were selected by the evaluator at random from persons who had requested materials from MAP one time during the last three years. These were marked with an X in the top left-hand corner of the survey. Of those persons recommended by MAP (unmarked), 75 were received answered for a return rate of 59.5 per cent. Fifty-one did not reply, and 5 were returned undeliverable. Of those 34 (marked) who had only one fleeting contact at one of the numerous meetings where MAP was represented, 15 were returned undeliverable. In all cases where the questionnaire had not been returned by the deadline date indicated, a follow-up letter was mailed to the respondent. A small coin from Mexico was inserted with each survey mailed to personalize the contact and insure a favorable response. At least five persons elected to write us personal letters of endorsement for MAP. The data on the surveys received was coded for preparation for entry into one of the available TELEX systems at Indiana University in order that descriptive information might be tabulated and significant correlations be isolated between variables.

The survey pool from which data was extracted was composed of individuals from one of the followin- professional categories:

Nonidentified	1.1 per cent
Teachers	12.5
Social Studies Consultant	13.6
College/University Professor	14.8
Administrators	44.3
Other	13.6

Investigative interviews (of an 'in-vivo' nature) were held with key influentials such as Ann Pictor/Illinois State Department; John Chapman/ Michigan State Department; Roger Niemeyer/Michigan State University; and Helen Worthington/Kentucky State Department to name but a few. Nine other persons who live outside the boundaries of MAP in such states as California and New York were also interviewed at length.

Summary of Findings

1. Nearly one-third of the respondents had been in their present positions three years or less. Fifty per cent had been in their present positions five years or more.
2. Fifty-two per cent of respondents live outside the five-state area. The findings suggest that administrators represent a large part of the survey population and more than one-half of these live outside the MAP target area.
3. Slightly more than 44 per cent of all respondents became aware of MAP by direct research in their professional work or by workshops or meetings. The findings suggest the importance of personal contact.
4. Eighty-nine per cent of respondents were able to articulate the mission of the MAP and their role as one of promoting a global awareness.

5. Eighty-five per cent said that they believed that there was a key person at the MAP for them to go to. The findings suggest that the name most commonly offered was that of James Becker. This may suggest that he is well known and readily available to respondents.
6. Over one-fourth of the respondents had frequent contact with MAP personalities even though they lived outside the target area.
7. The findings suggest that interface with people at conferences may be an important MAP strategy.
8. Approximately one-third of respondents stated that MAP promotes its cause by hosting or participating in workshops, and 31 per cent stated that MAP promoted its cause by the publication and dissemination of curriculum materials. The findings suggest that the most important strategy perceived by respondents is MAP participation in workshops, followed by the publication and dissemination of curriculum materials, which may go hand-in-hand (i.e., the case may be that materials were distributed after conference presentations).
9. Over two-thirds reported that contact with MAP had been positive in regard to meeting their particular needs, while 10.2 per cent responded in a neutral fashion and 18.2 per cent did not answer the question. The findings suggest that nearly one-third of persons responding felt that they did not have their professional needs addressed by the MAP, or did not want to make a statement about MAP effectiveness.

10. Forty-four per cent of respondents stated that they had become aware of MAP as a result of direct contact or research. The findings suggest that workshops were the most visible means of familiarizing persons with MAP and that this was true for all states as well as outside the impact area.

11. Approximately six persons in ten felt strongly enough to comment on ways that MAP might become more effective. It is also suggested that almost three-fourths of the respondents outside the impact area would like to be included in the delivery of services of the MAP.

Issues

Issue 1 -- Strategy of MAP as perceived by the target audience and the idea of "ownership". Is an idea likely to receive support and funding if it comes from outside the local area?

Most persons interviewed expressed their concern over persons "from the outside" coming into an area and imposing on the community materials, methods, or philosophies which were not appropriate or relevant. Those persons expressed the general opinion that it was difficult at best for outsiders to understand local needs and appreciate limited resources that were available. This guarded skepticism generally did not hold true for persons responding to the survey or those who were interviewed when MAP was discussed. The following 'in-vivo' statements were made and subsequently recorded:

> "Personally I like the approach in terms of MAP, that is, using your own local area as a beginning point. We like the idea of Indiana and the World . . . well, we're just very strong on that because we are a very conservative community; we have low-keyed the multinational issue."

"Jim Becker relayed to me that he would like to utilize existing sources in my state. We (Jim Becker and myself) thought we knew who the 'movers and the shakers' were."

"That's the old philsophy -- 'put your money in leadership, not programs'."

"I think it's (MAP) very useful. I think it's less frightening to school board types and decision-makers in our area. I think they like the 'soft sell.'"

"I think that's the strength of their philosophy as I see it, that is, take a look at your own self first."

"If it was a good idea, they supported it, whether they got the credit or not."

"I see Becker as a process type -- why develop lessons?"

"What they know is that you can't impose programs -- if you're smart you'll help other people do what they want anyway, and they support that. That's why they do!"

One possible explanation for the apparent confidence in MAP is that many respondents had prior knowledge of Jim Becker's and/or Gerald Marker's professional reputations. Another may be that both respondents and MAP share a particular strategy or method. A third thought may be that respondents perceived that MAP wanted to quietly remain in the background and were not threatened. A fourth explanation offered is that persons who disagreed strongly did not respond, or expressed their disagreement only mildly.

Issue 2 -- Focus of MAP as perceived by target audiences. To what extent is a person's perceptions of the Mid-America Program distorted by their professional needs and limited resources?

Most persons cited a variety of reasons for working with MAP, ranging from the availability of resources, to information, to the pleasant manner of both James Becker and Gerald Marker.

"MAP is the focal point for people in the Midwest."

"MAP provides a regional service which brings me in contact with other social studies consultants/supervisors in those states. This communication permits us to orchestrate our goals."

"MAP is a force for good. It and we are racing to keep up with the changing world order. MAP is a prototype; we need many more regional centers -- non-governmental organizations (NGO's) around the world to educate for preserving peace."

"They've served to some extent as a clearinghouse."

"MAP identified materials and practices that had been successful in other states, and so we were able to avoid and evade some of the other experiences that other people had and they gave freely of both their moral support and cognitive input, as well as materials."

"They are there to create an awareness. MAP has served as a good and legitimate agent of communication among the states. I think that it could help people in finding jobs -- I can't cite a specific instance right now."

"I have been very impressed with their teacher associate program. They have been very generous with support of teacher associates from the public schools."

"Maybe if we had not had the activities that had been prepared by MAP that we could adapt, duplicate, and disseminate, if I had had to do that -- well, we wouldn't have any of them. I don't have that kind of time."

MAP has been alluded to in a variety of ways -- a clearinghouse, a lone wolf. These are but two. It may be that persons who perceive the program to be a clearinghouse are teachers and college professionals who are directly affected by curriculum materials, while those who described the program as a catalyst and a "lone wolf in the wilderness" have as their primary concern the free access to privy information and generous consultation. Or it may be the most simplest of explanations as offered by one interviewee:

"There was nothing really pulled together before."

Issue 3 -- Personality and Program. Where does one begin and the other end? Or are they interchangeable?

This is by far the most difficult and subtle issue raised by respondents. Many persons stated that they had known James Becker (one as far back as graduate school) for many years and met Gerald Marker as a direct result. Others reported that they knew Dr. Marker and only knew of Mr. Becker. These persons were most likely workshop participants.

> "The work that Jim Becker has been doing at Indiana is very important and I regret that he doesn't have the funding to do more."
>
> "It would be difficult for me to separate global education and Jim Becker."
>
> "I've known Jim for a number of years but I really have lost contact with him in the last couple and I really am not in a position to evaluate MAP at all."
>
> "I think that it would be possible to have a project like MAP without Jim Becker and Gerald Marker, but I think a project would have to have a great deal more publicity and it would take a long time for people to have trust in it as I think people do with Becker and Marker."
>
> "Jim Becker and Gerald Marker and the Social Studies Development Center are deservedly well-respected in the field of social studies and more specifically, global education. I cannot speak directly about the quality of MAP, but knowing these two gentlemen, I would strongly suspect that MAP provides schools with interesting materials and useful workshops."
>
> "Both Jim and Gerald have outstanding reputations nationally, and even globally. We are most fortunate to have them working in Indiana. As one illustration of their competence, a staff member of the Indiana Energy Office told me that she never knew anyone who knew as much about energy as Gerald Marker."
>
> "In teaching and as a student I would have contact with many people. I would pass information on to MAP and vice-versa. Gerald always followed up on any need or lead."
>
> "Although I do not know much about MAP itself, I am more familiar with the work and record of James Becker and have great confidence in him."

"In global ed the name that always comes up time after time is Jim Becker. Jim Becker. In the literature if you go to the literature -- Jim Becker."

"First of all you had a winner because Jim had credibility across the country and Jim was director of the project so the project started off and didn't have to establish credibility. I think that it had a tremendous influence on hundreds of teachers, just hundreds of teachers."

The reader is reminded that the names of the majority of respondents had been offered to ICE by MAP as "others who could evaluate our work." Another listing had been made by MAP for other purposes and was headed "Selected Reciprocal Affiliations." The extent to which character and personal style is intermeshed in MAP itself, as well as the implications, is an issue for further inquiry.

Issue 4 -- Expansion of MAP. What social factors were taken into account during the last three years which affected MAP priorities?

Several of the statements concerned themselves with addressing unmet or <u>improperly</u> met concerns of respondents. In all cases, criticism was constructive and free of any obvious bias.

"Perhaps MAP could expand both its services and its coverage or impact areas. An entire mid-west coverage instead of just states bordering Indiana might be desirable -- an expanded products, services and field service effort through the use of an expanded T.A. program using classroom teachers."

"Would like to know about MAP and how they are trying to involve local communities (non-educators) in support of their program."

"Let me suggest that I would greatly value a regular (once a month or even three months) statement of activities/programs in progress under the aegis of MAP."

"There needs to be some coordinating efforts among the organization and the resources listed in #11 (survey). Perhaps a central clearing-house or newsletter would help."

"I would like to see the Center's work extended through additional funding and support. It is rare to find an organization as dedicated to superior product and service as this."

"For many years MAP was a lone voice in the wilderness. Now, more are getting involved and some new ways are being devised for working with teachers/educators/community groups. In early years made a great contribution. Now needs rethinking and devising of ways of working with others. I feel a major thrust needed (which I am committed to and working on) is hooking the community into support of global education. I also feel that the school is the unit of change and work needs to be done at building level (not in a far-away teacher workshop)."

"Both Jim Becker and Gerald Marker are dedicated and remarkable persons. Jim's knowledge of the area of global studies and all that term can imply is untouched by any other person that I am aware of at this time. If MAP could be expanded to include the rest of the U.S. a great service would be provided for the children of this country. The professional and personal way that these two people work with others makes learning from them a pleasure. Global awareness for young children is not stressed enough in this country. MAP can provide the means to do this."

One explanation for the desire that the program be expanded is that possibly these respondents lived outside of the five-state area. Another may be that they identify with MAP and feel vicarious satisfaction in assisting in the maintenance of the project. Another possible explanation is that these persons may believe that they have found a panacea in MAP and as the project is a short one, have not had sufficient time to become disillusioned or disappointed with MAP operation or personalities.

Summary of Phase II

The overall return rate for the questionnaire was 56.6 per cent. In the professional opinion of ICE, this rate of reply suggests a credible pool of information. There is speculation in the mind of the evaluator that had a less interested audience been polled and been requested to reply to queries about MAP, input of those findings may possibly have been briefer and less consistent. As can be seen from the survey tabulations in the survey questionnaire, a large number (44 per cent) of the respondents occupy

positions of an administrative capacity, in schools, foundations, or private corporations. The responses as well as the investigator interviews appear to be favorable both for MAP and its leadership. It should be noted that persons were selected for telephone interviews by the evaluator based on their particular opinions and statements on the questionnaire.

In talking with these persons it became clear that for many of them it was not MAP that they sought out in their hour of need, but rather James Becker, the international figure, and in numerous instances associations and friendships had existed prior to the first breath of the Mid-America Program in Global Perspectives.

Discussion and Implications

It is our opinion that the very nature of MAP activity can be traced to an unrecorded (for the most part) dynamic mode of operation. This has led to the creation of a network, not limiting itself to dealings with the MAP organization, but extending to key individuals with a common interest in global education beyond the five states.

What then are the implications of the particular MAP network and the strategies which it employs? In order to understand the network one must understand the underlying Becker mind-set.

It is James Becker's philosophy that people must have ownership in the process and products. It is not important to view the world as something out there, rather it starts in your own town, as Indiana and the World.

Becker advised a colleague on another occasion that "we really can't 'effect' change, we can understand change, can influence change."

A critical concept that arose time and time again was the idea of "fertile" territory. One respondent said, "When Jim came along and I had the enthusiasm, together we were able to do it. It was 'just the time.' We don't know why those things happen but we picked up on it."

Robert Erickson in conversation elaborated on his perception of conditions that made an area fertile or not and outlined five factors: 1) good selling job, 2) who's been there before, 3) who's effective in that area now, 4) money, and 5) relevancy to the region.

Clearly MAP has its advocates, and its critics. Criticism centers on:

1. the MAP idea of infusion and "re-education" of staff.
2. MAP may be a stepping stone for that group of people who ride the crest of global education who are always ready to grow at that point in their career. They may use it and as a result fall into quasi-administrative positions in education and government. (One person was able to name four persons locally in his area and another seven people in the field.)
3. the MAP approach is not experiential, that in the hands of some teachers the potential exists for perceiving "life in <u>this</u> country" as better.
4. follow-up contact by MAP is poor or absent.
5. that MAP owes its birth and rapid growth to its geographic location.
6. that there is an elitist group of people who know MAP, that these same people attend all the meetings, and when teachers do attend, they tend to serve a passive role.
7. that curriculum lessons are not attractively packaged.
8. that few people make MAP select priorities.
9. that little or no cooperation exists between MAP and other global educational programs.
10. that global education should be incorporated into the <u>regular</u> curriculum in the schools.

11. that there is little or no communication up the network pyramid structure.

Other issues must be raised. . .

Is MAP a function of the social climate of the times? Does it owe its success to student unrest and Vietnam in the '60s, wheat sales to Russia and the Arab embargo in the '70s? Has it been an evolving kind of thing, as one respondent alerted us?

"MAP developed at a time when there was a coalescence between an emerging professional interest in global education at all grade levels and an imperative need brought about by such global issues as food, population, and the like."

Do similar organizations like the Center for Global Perspectives and replicas of MAP have a future? Will ENERGY be sold as the newest global concern and see us safely into the year 2000? Or are we faced with the impression of one global educator who very seriously remarked that "the awareness is there, but society seems to be pulling back"; there is no commitment to action.

It is suggested to the reader that MAP is an effective network of an "egocentric" nature headed by James Becker and permeated by all three purposes cited in the literature (Mayer, 1964):

a) communication and information -- characterized by professional and personal links.

b) exchange -- where the individuals are related to each other by a set of interactions which may have implications for others (i.e. world famine).

c) normative -- where persons perform tasks, pass information among themselves, and enter into arrangements with one another with regard to the alliances and the set of beliefs, values, and ideas that they share.

If this may be imagined to be true, what happens when MAP ceases to exist? Do James Becker and Gerald Marker merely change their clothes and don a new hat, alerting their audience to a new global need? A new global education project? One respondent suggests so:

> "Abolish MAP and I still have Jim Becker, Gerald Marker and Howard Mehlinger to serve as resources. MAP can stay or go, but keep the MAP people healthy."

The program nears its end with unanswered questions: How many people can the MAP network maintain and feed? And what types? And what happens when, as all men, this one dies by accident or old age? Does the network die with him or would it have already cloned new leaders in the Becker tradition? Will global educators come together in harmony and continue the work that lies before them or will they meet a sad end?

Once upon a time there were a group of people
who, while each came from a different place
and time
had come together for a common purpose

They all seemed to have a common mind,
with many of the same thoughts,
and smiled with glee when others of the group
shared ideas and frustrations.

It seemed that in this way,
they were able to replenish their source of energy,
and of power
and each of them knew also that the time together would end --
that they would have to go back to their niches again, and be
"misunderstood," or "misinterpreted," or "not listened to."

What would happen if these people could be TOGETHER
in one place, working with one mind?
Would they be better off in their professions
and would their cause be enhanced? Or would they pull one
against the other in walking the same directions?

David J. Jimenez

APPENDICES

APPENDIX A

USA REQUESTS FOR MATERIALS BY STATE
September 1977-July 1978

State	No.	%	State	No.	%
Alabama	1	.21	New York	37	7.97
Alaska	0	.00	North Carolina	5	1.07
Arizona	6	1.29	North Dakota	3	.64
Arkansas	1	.21	Ohio	29	7.97
California	25	5.38	Oklahoma	4	.86
Colorado	10	2.15	Oregon	3	.64
Connecticut	5	1.07	Pennsylvania	22	4.74
Delaware	1	.21	Rhode Island	4	.86
District of Columbia	6	1.29	South Carolina	4	.86
Florida	7	2.80	South Dakota	3	.64
Georgia	11	2.37	Tennessee	4	.86
Hawaii	1	.21	Texas	6	1.29
Idaho	3	.64	Utah	2	.43
Illinois	25	5.38	Vermont	4	.86
Indiana	93	20.04	Virginia	6	1.29
Iowa	4	.86	Washington	2	.43
Kansas	1	.21	West Virginia	1	.21
Kentucky	13	2.80	Wisconsin	8	1.72
Louisiana	5	1.07	Wyoming	4	.86
Maine	3	.64			
Maryland	6	1.29			
Massachusetts	18	3.87	TOTAL	464	100%
Michigan	30	6.46			
Minnesota	7	2.80			
Mississippi	0	.00			
Missouri	6	1.29			
Montana	0	.00			
Nebraska	6	1.29	TOTAL REQUESTS =	464	
Nevada	0	.00	MEAN =	9.66	
New Hampshire	1	.21			
New Jersey	15	3.23			
New Mexico	1	.21			

APPENDIX B

SOURCE OF REQUESTS FOR MAP MATERIALS
September 1977-July 1978

REQUESTS FOR FIVE STATES

State	No.
Illinois	25
Indiana	93
Kentucky	13
Ohio	29
Michigan	30
	190 = 40.9% of Total

TOTAL FOR FIVE STATES = 190
MEAN = 38

States with more than one city (Requests) = 40

Total Number Cities Reqests in U.S.A. = 304

USA TOTAL BY CATEGORY

NOT ID.	JHS	HS	UNIV.	PRI.	LEA	SEA
116	42	88	93	50	66	10
24.9%	9%	18.9%	20%	10.7%	14.1%	2.1%

FIVE STATE TOTAL BY CATEGORY

NOT ID.	JHS	HS	UNIV.	PRI	LEA	SEA
65	24	29	37	10	25	1
56%	57%	32.9%	39.7%	20%	37.8%	10%

APPENDIX C

FOREIGN REQUESTS FOR MAP MATERIALS

Total Foreign Requests	18
Countries	10
Mean	1.8

TOTAL REQUESTS	482
TOTAL CITIES REQUESTING	319
TOTAL COUNTRIES	11
TOTAL FOREIGN CITIES	15

APPENDIX D

TRAVEL -- MAP STAFF

	Number of Days by Year		
State	1976	1977	1978
Illinois	22	16	12
Indiana	34	15	11
Michigan	12	15	10
Kentucky	7	14	5
Ohio	14	9	8
Overseas		5	30
N.Y.		4	3
Washington, D.C.		8	14
Other U.S.		16	24

APPENDIX E

MAP MATERIAL MAILINGS WITHIN 5 STATES

State	Requests 1974-75	1976-77 Mailings	Requests 1978
Illinois	43	54	32
Indiana	47	190	93
Michigan	9	12	30
Kentucky	2	8	13
Ohio	17	16	29

APPENDIX F

MAJOR MAP PUBLICATIONS -- PRINTING AND DISTRIBUTION TOTALS

Map Publications -- July, 1975 through May, 1978, MAP printed and distributed the following major items:

1.	What is the Mid-America Program? (price list)	4000
2.	A Global Perspectives Bibliography (orig. & rev.)	2125
3.	Selected Sources of Information, Materials, and Teaching Ideas	1900
4.	Global Perspectives Handbook	1400
5.	A Selected List of Sources of Information, Materials	880
6.	Interdependence: Indiana and the World: Data Pack/Map	750
7.	Mid-America Trades with the World (2000 printed)	1000
8.	Exploring the Emergent Meaning . . . (Lee Anderson)	200
9.	World Studies Guidelines	1000
10.	Reprint of articles from Social Education:	
	Gerald Marker, January, 1977	500
	James Becker, November, 1974	500
11.	Your State in the World	300
12.	Indy in the World (distribution only)	400
13.	Peoria and the World (distribution only)	400
14.	Schooling and Citizenship in a Global Age (December'78-January '79)	1500

Social Studies Assistance

Keeping up with the many changing facets of social studies is no easy task, but it is essential if we are to provide our students an effective education. The Illinois Office of Education, Illinois Council for the Social Studies, Illinois Council on Economic Education, and the Mid-America Program for Global Perspectives in Education have joined together in the task of helping to plan worthwhile in-service workshops for teachers of social studies in your school, district, or region. The assistance will be provided in two main categories; Social Studies Curriculum Improvement and Social Studies for Responsible Citizenship.

I. Social Studies Curriculum Improvement Topics:

- How to review and revise your social studies curriculum
- How to select new textbooks
- How to hear "Yea, it's time for social studies"
- How to teach basic skills in social studies

We are anxious to help districts plan meaningful teacher in-service around the topics outlined in this brochure. If you would like assistance or more information about this program, please contact any of the following:

(1) Your Illinois Office of Education Program Services Team Member

(2) Program Planning and Development
100 North First Street
Springfield, IL 62777
Telephone: 217-782-2826

(3) F. Gene Miller
Illinois Council for the Social Studies
College of Education
Western Illinois University
Macomb, IL 61455

ASSISTANCE IN SOCIAL STUDIES

ILLINOIS COUNCIL FOR THE SOCIAL STUDIES

ILLINOIS OFFICE OF EDUCATION

ILLINOIS COUNCIL ON ECONOMIC EDUCATION

MID-AMERICA PROGRAM FOR GLOBAL PERSPECTIVES IN EDUCATION

Social Studies for Responsible Citizenship

In an Interdependent World

An interdependent world is a world in which the actions of individual citizens affect not only people in the local community and country but people around the world. Students will need special knowledge, skills, and attitudes if they are to be responsible citizens in this interdependent world. This workshop program offers help in meeting these needs for your students by providing a rationale and materials for teaching about the growing interdependence of the world and by offering workshops emphasizing:

- Ways to teach about food and energy as a limited resource
- How to raise the level of global awareness among your students
- How to use local resources to bring a global perspective to the curriculum
- How to conduct an inventory of the ways your local community is linked to the world.

In a System of Laws

Not only is law the cornerstone of our form of government but it affects our lives in so many important ways. We need to help students understand the law as a living vital force in our daily lives. This workshop program is designed to assist teachers in the following areas:

- Incorporating legal concepts into your present social studies curriculum
- Revitalizing the study of the Federal and State Constitutions
- Taking advantage of everyday things such as rules, fairness, responsibility, and opportunity for studying law concepts
- Locating resources to make law education work in the classroom

In an Economic System

Today, more than ever, social studies educators are finding that a knowledge of basic economics is necessary to understand many social issues. The energy crisis, questions concerning the environment, world food shortages, basic consumer issues, as well as the ability to select an appropriate and viable career are decisions and issues which share a common economic base. The workshops in this program will help teachers better understand basic economic issues by:

- Proving an integrated approach to an understanding of the American and World economies
- Helping teachers utilize and create material for immediate classroom use
- Helping teachers tap community resources, bringing an understanding of the economic system into the classroom
- Providing a proven medhanism for curriculum which helps students learn about their economic roles as consumer, worker, and citizen.